DOCUMENT RESUME

ED 384 198 EC 304 039

AUTHOR Yeager, James F.
TITLE Shaping the Culture: Organizational Development through Team Building.
PUB DATE 94
NOTE 136p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Behavior Disorders; *Emotional Disturbances; Group Dynamics; Job Satisfaction; Labor Turnover; *Organizational Development; *Residential Programs; Self Evaluation (Groups); *Staff Development; *Team Training; Teamwork; Workshops

ABSTRACT

This practicum developed and implemented an organization development plan to improve agency and team effectiveness and staff satisfaction at a private agency that provides educational and treatment services to children with emotional, mental, or behavioral disorders. An extensive literature review on organizational development was conducted and resulted in a model for team building that included components which addressed theoretical bases, major purposes, process, and implications for managers. An organizational diagnosis was conducted, using an instrument that evaluated indicators of excellent organizations from the viewpoint of its members and also using in-depth structured interviews with staff and board members. A total of 12 teams (about 120 individuals) was formed at two institutional campuses and two group homes. Each team attended a retreat at a conference site for 1 evening and 2 days, during which team building was selected as the organizational development strategy of choice. Subsequently, team building sessions were conducted. A decreased staff turnover rate, improved organizational productivity, and increased level of employee satisfaction were observed following the intervention, as well as increased post-test scores on the indicators measure. Appendices include the structured interview questions, the team building survey and forms, the team building process overview and interview questions, and analysis of results. (Contains 105 references.) (DB)

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Shaping the Culture: Organizational Development through Team Building

by

James F. Yeager

Cluster 46

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A Practicum II Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1994

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Approved:

June 8, 1994
Date of Final Approval of Report

Roberta Silfen
Dr. Roberta Silfen, Adviser

ACKNOWLEDGMENTS

This was a rewarding and enriching experience. I especially appreciate all of the suggestions and help provided by Kjell Rodne. His assistance and guidance with this practicum was most valuable. Also, I am grateful to Clare Shenett for all of her time, patience, and care in professionally typing this report.

The Board of Directors of this agency is acknowledged for its encouragement and cooperation throughout the duration of this practicum. I also wish to thank all of the staff members in the agency for their support and participation. They deserve a special thanks for their commitment and effort in helping to shape a productive and compassionate organizational culture.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	v
LIST OF FIGURES	v
ABSTRACT	vi
Chapter	
I INTRODUCTION	1
Description of Work Setting and Community	1
Writer's Work Setting and Role	3
II STUDY OF THE PROBLEM	4
Problem Description	4
Problem Documentation	5
Causative Analysis	9
Relationship of the Problem to the Literature	11
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	19
Goals and Expectations	19
Expected Outcomes	19
Measurement of Outcomes	20
IV SOLUTION STRATEGY	24
Discussion and Evaluations of Possible Solutions	24
Description and Justification for Solution Selected	47
Report of Action Taken	77
V RESULTS, DISCUSSION, AND RECOMMENDATIONS	82
Results	82
Discussion	93
Recommendations	100
Dissemination	102
REFERENCES	103

Page

APPENDICES

A PAVE: INDICATORS OF EXCELLENT ORGANIZATIONS 112

B ORGANIZATION ASSESSMENT STRUCTURED INTERVIEW QUESTIONS 114

C TEAM BUILDING SURVEY, RATING AND RESULT FORMS 116

D TEAM BUILDING PROCESS OVERVIEW AND INTERVIEW QUESTIONS 123

E PAVE ANALYSIS BY TEAM, CAMPUS, AND AGENCY 127

LIST OF TABLES

Table

1 Turnover Rates of Child Care Counselors (1987 through 1993) ... 84

2 PAVE Pre- and Posttest Total Scores by Team 85

3 PAVE Pre- and Posttest Total Scores by Campus and for Agency .. 86

4 Total PAVE Scores Interpretation Guide 87

5 Team Building Survey Results by Team (Mean Scores) 91

LIST OF FIGURES

Figure

1 Properties of Jobs 17

2 The Cycle of Change 26

3 A Model of Team Building 59

4 Integration of Group Development Theory and a Model of Team Building 63

5 Team Building Skills 69

ABSTRACT

Shaping the Culture: Organizational Development through Team Building. Yeager, James F., 1994. Practicum Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptions: Organization Development/Diagnosis/Improvement/Change/Renewal; Organizational Culture/Climate/Transformation; Team Building/Intervention/Team Development.

This project reviewed the literature on organizational development and renewal and presented a model for team building that included the theoretical basis, major purposes, process, and implications for managers.

An instrument, PAVE, was used to conduct the organization diagnosis. To augment the results of the instrument, in-depth structured interviews were administered to a stratified random sample of staff and board members. Following the implementation of the team building strategy, the PAVE instrument and structured interviews were conducted as a posttest to measure outcome effectiveness of this intervention.

The purpose of this practicum was to conduct a thorough organizational diagnosis of a multiservice agency and to implement an organization development (OD) plan designed to improve organizational and team effectiveness and staff satisfaction. The OD intervention strategy used was team building. Team building is defined as a long-term, data-based intervention in which work groups experientially learn, by examining their structures, purposes, norms, values, and interpersonal dynamics, to increase their skills for effective teamwork.

The results indicate that team building improves team and organizational productivity, decreases turnover, improves the organizational climate, increases the level of employee satisfaction, and overall helps to shape an achievement and support-oriented culture in the organization.

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James F. Yeager
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CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting is a private, not-for-profit, nonsectarian, multi-service agency that provides professional care, education, and treatment for boys and girls with emotional, behavioral, neurological, and other adjustment problems.

The agency has been providing services to children and families since its founding in 1883. It has the distinction of being the oldest and largest child caring agency in the state. The agency operates two residential treatment campuses, two group homes, a day treatment program, a therapeutic foster care program, an early intervention program for at-risk toddlers and preschoolers, an independent living facility, and home-based services for children and families. The agency is licensed by the state, and it is nationally accredited by the Council on Accreditation of Services to Children and Families.

An average of 130 boys and girls receive treatment services from the agency on any given day. The children are between the ages of 18 months and 18 years. The average age is 14 years. All of the children served have been referred to the agency because of emotional, mental, and behavioral disorders. The referrals come from social service agencies, courts, parents, private physicians, hospitals, and insurance companies. The children served in the agency come from counties throughout the state, from adjacent states, and from Canada.

Approximately 75% of the children are boys and 25% girls. The client population is composed of 80% white and 20% American Indian, Hispanic, African American, Asian, and other children.

The agency employs a staff of 142 men and women. An additional 42 men and women are employed by the local school district and are assigned to one of the two campus schools. Of the 142 agency staff members, the majority (55%) are child care counselors. The average age of staff in the organization is 34 years. The average length of employment is 11 years for management staff; 6 years for support service staff; and 2 years 3 months for child care counselors. There is nearly an equal distribution of staff according to gender--52% male and 48% female. About 90% of the work force is Caucasian, and 10% are American Indian, Black, Asian, and Hispanic employees. All management staff have master's degrees. Approximately 80% of the counselors possess undergraduate degrees. The remaining 20% are working toward a college degree.

All of the agency sites are located within a midwestern city. The population of the city is about 86,000. The city is situated in the northeastern part of the state, and in the largest county in the state. Approximately 96% of the population of the city is white. The remaining 4% is African American, American Indian, Asian, and other. The economy of the community has been steadily improving in recent years. The primary industries are tourism, medical services, education, banking, paper production, shipping, and small business.

Writer's Work Setting and Role

The writer serves as Executive Director of the organization and has served in this role for 17 years. The Director is hired and reports to the Board of Directors of the agency. The Director holds a Master of Social Work degree and a Master of Human Resource Development degree.

The major job functions of the Executive Director are to provide leadership and oversee all programs and services of the agency; conduct and implement strategic planning; develop and account for a budget in excess of $4 million; recruit, select, coach, and develop a productive work force; assure quality of services through effective management and evaluation systems; secure adequate funds to carry out the agency's mission; and represent the agency on local, state, and national levels.

The Director is responsible for assuring that the agency meets the standards, rules, and conditions set by state licensing, regulatory, and accrediting bodies. The Director employs a participative leadership style that emphasizes teamwork throughout all levels in the organization.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Change is a recognized part of organizational life. Dalziel and Schoonover (1988) define change as the planned or unplanned response of an organization to the pressure brought about by individuals, teams, coalitions, and special-interest groups both inside and outside the organization. No longer is it practical for organizations to speculate about whether change will occur. The need to respond effectively to change is a matter of organizational survival, and change can cause significant discomfort if it is dealt with inappropriately.

Within the past five years this agency had experienced unprecedented growth and change that had stressed the organizational structure, leadership, and morale of staff. During this growth period, the agency had more than doubled in staff size, student population, and operating budgets. Five new agency sites were created and developed in this time span. Also, four new programs serving children and families were developed, staffed, and are now operating.

Although this had been planned change, with desired growth and expansion, the organization was experiencing difficulty in adapting effectively to the demands placed on it by changes within the operating environment. During this growth period the turnover rate of counselors rose to an average of 29%, as compared to 14% for the baseline year of 1987.

The focus in the organization had been on creating new programs and acquiring new sites. Not as much emphasis had been placed on developing and coaching the work force, clarifying the organizational mission and values,

and shaping a healthy and productive culture and climate in the agency.

Briefly stated, the problem was a need to take stock of the organization and to create and implement a plan for renewal that would improve organizational effectiveness and member satisfaction.

Problem Documentation

Identification of the need to improve organizational effectiveness and to increase the level of staff morale and satisfaction was determined by analyzing archival data, administering an organizational diagnostic instrument, and conducting structured interviews with a stratified random sample of employees and members of the agency's Board of Directors.

Archival data from personnel records indicated that the turnover rate of child care counselors had increased to 29% as compared to the baseline year rate of 14% in 1987. Agency leaders considered this rate of turnover to be unacceptable. This high rate demonstrated a consistent trend over a five-year time period.

An organizational assessment, involving all 142 employees of the organization, was completed in November 1992. All employees were administered a validated instrument called PAVE, which was developed by Stoner-Zemel (1989). The PAVE instrument was used to measure indicators of organizational excellence from the viewpoint of its members (see Appendix A).

The PAVE instrument provides information on the extent to which a team or organization possesses the indicators typical of excellent companies. The indicators were ascertained as a result of an extensive research project that investigated the qualities of excellent companies and their leaders.

Six indicators were found to be present in effective organizations--productivity, team effectiveness, alignment, empowerment, commitment, and inspiration. Because these indicators are closely related and reinforce and build upon one another, the total score is important in assessing the overall level of organizational excellence.

The PAVE instrument provides important information about the experience and attitudes of those who know the organization best--its members. The data provides a picture of the organizational culture and climate. The instrument does not provide data about profits, growth of the organization, employee turnover, client satisfaction, or other "hard data." However, according to current literature, when members report that they experience their organization as strong in all of the six indicators, these organizations also show high levels of profit, growth, employee satisfaction, and customer satisfaction.

The PAVE instrument provides detailed information on each of the six indicators, or scales, which enables one to identify areas of strength and weakness, to discover overall patterns of agreement, and to bring to the surface differences in perceptions about how things are going. For this reason the scores of the individual scales are as important as the total score, which provides an overall view of where the team and organization stand in terms of the indicators. The PAVE consists of 36 items that yield a total score. These items cluster into six separate scales, each consisting of six questions, which yield a score for each scale. A brief description of the scales are as follows:

- Productivity. Productivity refers to the level of achievement for the team or department. It is one of two scales that measure employees' perceptions of the team's performance. How well does the unit produce results? What is its level of accomplishment? Members of excellent

organizations know that they produce outstanding results. They state that high standards for performance are clearly defined and consistently met. Items in this scale assess the unit's effectiveness, the quality of results, the standards for success, and the effectiveness of leadership.

- Team Effectiveness. Team effectiveness is the second scale that measures performance. This scale focuses on whether the team or unit possesses the characteristics of effective team functioning--whether members of the unit work well together. In excellent organizations members see the importance of coordinating their efforts because their goals and values are compatible. They develop trusting relationships with one another that enable them to share ideas and reactions openly and easily.

- Alignment. The alignment scale measures the degree to which all members are moving in the same direction. In excellent organizations members see themselves as sharing a common purpose. Their goals are compatible with each other's and with the purpose of the organization. Members are clear about their goals and job responsibilities. Furthermore, the organization's goals are consistent with the personal goals and job responsibilities of each member.

- Empowerment. This scale measures the extent to which members experience a sense of personal and collective power. Employees in excellent organizations report that they feel in charge of determining what they need to do to get the work done and in control of their own destinies. The organization empowers them to act freely on their own accord and to do what they believe is correct and necessary. Empowerment positively affects the quality of work and the morale of members.

- Commitment. Commitment is one of the two scales that indicate the presence of passionate feelings--a "passion for excellence." Members of excellent organizations are excited, inspired, and motivated to excel. They also are deeply committed to the purpose of the organization and its goals, and to accomplishing the work that needs to be done, regardless of the effort required. They know what they need to do, and they find a way to do it.

- Inspiration. This is the second scale that indicates a tone of passionate feeling. In excellent organizations members report strong feelings of accomplishment, a sense of inspired performance, and pride in their work. They experience excitement about the work, envision the possibilities for great accomplishments, and express optimism about the future.

The results administering of the PAVE instrument provided useful organizational assessment data. The results of the assessment were analyzed by team, department, and campus. The data was then aggregated to provide a total score, which could be used as a benchmark to compare with other "excellent" companies.

The data analysis provided mean scores for each of the six indicators and for all according to team, department, and the entire organization. The scores from the instrument indicated problem areas in specific teams and departments as evidenced by low scores. Compared to normed data from the instrument, these units were functioning "low to moderate" in level of performance.

The total score for the organization, according to the PAVE interpretation, indicated that the organization was functioning at the bottom end of the "high level of performance" classification. The top level of performance is referred to as peak performance. This total score served as a benchmark for comparison following organizational development efforts.

To provide additional data, a structured interview was conducted with a stratified random sample of 37 employees and members of the Board of Directors. A consultant from outside the organization conducted the in-depth structured interview with each of the respondents (see Appendix B). The consultant collated the data, noting strengths and weaknesses. The interview data served to augment the PAVE instrument results. Problem areas were identified, on the organizational level, in the areas of involvement in planning, communication, reward systems, and quality of supervision to line staff.

After examining the information gathered from all of these sources, the top management team perceived that the time for renewal and revitalization of the organization had arrived. That is, they advocated a renewed focus on inculcating agency values, clarifying the vision and mission of the agency, improving management systems, and increasing team and organization effectiveness. This conclusion was reached at a management team strategic planning retreat.

Causative Analysis

We know that organizations exist in an environment of change. Technology, government regulation, competition, consumer tastes, and spending problems are some of the more obvious factors that change over time and that organizations must adapt to if they are to survive and grow.

This multiservice agency operates with a belief system of proactive futuring. Simply stated, this means that agency managers believe that through strategic planning it is possible to shape the organization's future in a desired direction. This organization has worked at achieving and working toward strategic goals. The accomplishment of these goals has resulted in unprecedented growth and change over the past five years. The acquisition of new sites and the creation of new programs have resulted in the hiring of 88 additional professional and support service staff. This more than doubled the number of staff that the organization previously employed. During this growth period the student population served by the agency also more than doubled. The average daily census of 60 youths grew to the current daily census of 130 children. Services to families also increased by the same number. The annual operating budget for the agency grew from $2 million to $4.2 million. The resultant changes during this growth period, although planned and desirable, caused stress in all levels of the organization.

Exit interviews conducted with staff, especially counselors who make up over 50% of the work force, indicated that turnover in these positions could be attributed to the change and stress. Some counselors indicated that they were leaving the agency because their psychological needs for recognition, empowerment, and personal development were not being met.

During this growth period the turnover rate of counselors increased to 29%. Using 1987 as the baseline, since this was the year preceding the growth spurt, the average length of employment for counselors was 3 years and 2 months. The turnover rate was 14%. That length of tenure and the turnover rate had been consistent for the preceding decade. The average length of employment for counselors over the past five years has been 2 years and 3 months. Some of this increase in turnover could be explained by the fact that new counselors were hired for the new programs; however, the trend toward decreased tenure and higher turnover rates remained consistent.

Feedback from various organizational surveys indicated that situational factors may have affected communication channels and team effectiveness. These factors included the availability of resources (such as time and expertise of supervisors and management staff) to help develop and coach the staff and teams. The focus of the management team, composed of the Executive Director and other top managers, had been on the creation and development of new programs and services. Their collective energy had not been sufficiently focused on renewing the existing organization and developing, training, and recognizing the current work force.

All of the above plausible causes more than likely impacted the culture of the organization in terms of blurring the vision for the agency, reducing feedback on individual and team performance, causing a lack of a sense of personal and collective empowerment, and diminishing a sense of commitment and inspiration. These factors have been found to adversely impact organizational effectiveness and the level of satisfaction of employees.

Relationship of the Problem to the Literature

Organization development implies change, and most OD programs include planned change efforts. Even attempts to stabilize certain factors in an organization can benefit from applying concepts of change. Therefore, understanding the theory and practice of change is essential for influencing organizational behavior.

Sikes (1989) developed the following principles for understanding personal and organizational change:

1. You must understand something thoroughly before you try to change it.
2. You cannot change just one element of a system.
3. People resist anything they feel is punishment.
4. People are reluctant to endure discomfort even for the sake of possible gains.
5. Change always generates stress.
6. Participation in setting goals and devising strategies reduces resistance to change.
7. Behavioral change comes in small steps.

These seven basic principles of change are consistent with the work of Chris Argyris (1982), Warren Bennis (1969), Rosabeth Moss Kanter (1983), Jack Lindquist (1978), Douglas McGregor (1960), and Everett Rogers (1983).

These basic change principles were developed by Sikes to help guide change agents in organizations. By applying these principles, one may find that change efforts will go more smoothly and some of the inevitable pitfalls can be managed better.

Organizational development consists of planned efforts to help persons work and live more effectively, over time, in their organizations. Organizations should engage in development efforts for a number of reasons:

to deal with the problems of downsizing, growth and change, mergers, and the quest for excellence. These goals are achieved by applying behavioral science principles, methods, and theories adapted from the fields of psychology, sociology, education, and management (Hanson & Lubin, 1986).

Organizational development is considered to be the equivalent of improved management. It implies that management should be improved to change an organization's culture so that certain interpersonal and collective values become a way of life. One begins with trust, then moves to include, at a minimum, openness, authenticity, participation, democratic problem solving, innovation, and organizational justice (Patten, 1989).

The pace and complexity of changes to new forms, ways of living, and values are currently of an order of magnitude never before experienced. This environment is making unprecedented demands on organizational leaders, who have the task and responsibility of determining both the functioning and the future of their organizations (Beckhard & Pritchard, 1992). As work settings become more complex and involve increased numbers of interpersonal interactions, individual effort has less impact. In order to increase efficiency and effectiveness, a group effort is required (Pfeiffer, 1991).

The organizational culture is likely to change before and after such things as expansions, mergers, downsizing, introduction of total quality management, or some other process that is likely to shift values, attitudes, and behavior in organizations (Weisbord, 1987). The high energy and involvement generated by high achieving organizations is difficult to sustain, and organizational members are subject to burnout and disillusionment (Reddy, 1988).

Organizations that have achieved excellent results often have deficiencies and distortions brought on by their strengths. These organizations may rely on the common vision to organize the work, rather than subject themselves to the discipline of systems and procedures (Harrison & Stokes, 1992). Organizations that are task and goal oriented often operate with a vision that takes on different forms for different parts of the organization. The organization may lose focus and unity of effort. When different groups each do their own thing, "coordination suffers and resources are wasted" (Beckhard & Pritchard, 1992).

According to Schein (1985), to shape the culture of an organization and to allow positive change to occur, the organization must "unlearn" previous beliefs, be open to new inputs, and relearn new assumptions and behaviors. There has never been a greater need for organizations to change than the need we see today (Nolan, Goodstein, & Pfeiffer, 1993). The challenges most organizations are facing in the 1990s and beyond do not lend themselves to success through adaptation. The reasons for this are that the very rules under which business is being done are shifting very rapidly, markets are changing quickly, and customers are demanding more and more. Organizations are finding that many internal structures currently in place do not work effectively. In the present era of rapidly shifting markets and the need for decentralized decision making, the commonly used hierarchical structure is much less effective.

Less decision making will come from the CEO. To be responsive, more decisions must be made by those nearest to--and best informed about--the challenge at hand. A significant need exists to develop new organizational

structures that are more responsive to the challenges of the present and future.

Blockages to Shaping the Future

If the acknowledged need to shape organizations' futures is so high--if the organizations' members are feeling the need--why aren't more organizations successfully shaping their futures? The reasons are both inside and outside the organization. Externally, the limits on successfully shaping the future are closely linked to (a) increasingly tough competitive environments that in some cases seem unforgiving of error and (b) a highly fickle funding environment that frequently pushes management to take a short-term view in managing organizations (Hall, 1988).

Inside the organization, however, are even more restrictions on shaping the future. These often include the following:

- History of Organizational Success. One of the factors most likely to block an organization from effectively shaping its future is a history of success in achieving its current organizational goals. This history of success often creates an inertia that is difficult to break. Thus the adage, "If it ain't broke, don't fix it." Resistance from stakeholders to changing what has been successful provides a "safe" reason not to proceed with shaping the future. Organizations that have experienced success find it difficult to take control, to make hard decisions necessary for change to occur, and to manage their plans with sufficient rigor to change their visions into reality.

- Lack of Skill in Conceptualizing. A real gap for managers seeking to shape their organization's future is found in their lack of skill in conceptualizing. Managers at any level need technical resources, human resources, and conceptual skills. Management training has focused on increasing human resource skills, while the need for improving conceptual skills has been largely unmet. The results have been that many organizational leaders are not skilled at thinking strategically.

- Outdated Planning Approaches. Where markets are not rapidly changing, the future of an organization is often seen as a linear extension of the past rather than a vision of the future. The planning approaches employed in this situation approximate projecting the future in a manner much like an electronic spreadsheet on a personal computer. One of the major blocks to most organizations' efforts to shape their futures is their lack of tools to do the job. They do not engage in strategic planning that would enable the organization to create a vision of its ideal future and then to put into place those strategies and tactics necessary to fulfill that vision.

- Lack of Leadership. Another block to shaping the future is the lack of leadership in the organization. Instead of taking control, establishing a vision of the ideal future, and focusing the organization's resources on achieving that targeted vision, often leaders find themselves unsure of what to do. The result can be an emabarassingly naive approach to the problem that may even result in blaming others inappropriately for the plight.

- Risk Avoidance. A strong tendency among senior managers in organizations is to put inordinate energy into avoiding taking risks. A huge amount of organizational effort is put into checking and rechecking assumptions prior to making commitments. If the organization can create an expectation of trying new things and learning from its efforts, whether the effort succeeds or fails in the moment, it will enhance the likelihood of shaping a future that will ensure long-term success.

- Declining Resources. More and more organizations are experiencing a significant decline in the availability of resources--financial, human, physical, and technical--with which to create the future they desire. The net result is that many organizations that want to shape their future are unable to turn the vision into reality because they lack necessary resources.

- Limits on Flexibility. In an environment where timely decisions are necessary and quick action is required, organizations must be flexible if they are to achieve their ideal futures. Unfortunately, many organizations of every size have become inflexible. Decision making requires moving the problem and solution through layers of managers. Flexibility is needed in a system that holds people accountable and is predicated on a large degree of trust. This is simply the requirement if an organization is going to be truly customer responsive.

- Lack of Empowerment. As organizations in the 1990s examine what it will take for them to have long-term successful futures, clearly the only competitive advantage an organization carries toward the year 2000 is its people. While the business literature carries a prevalent theme of the need for empowerment of workers within organizations, the lack of empowerment is an equal-opportunity affliction in too many organizations. If people believe they can't succeed, they are invariably correct. An organization in which the "cannot" attitude prevails, especially among

its leaders, will find itself unable to shape its ideal future (Davis & Davidson, 1991).

The need for organizations to take control and to shape their own futures is significant. The rules seem to be changing faster than they can be understood. Although the logic of planned organizational change is solid, the number of organizations that are successfully planning change is still far too small. This is due to the wide range of blockages both internal and external to the organization.

A Crisis of Values

In recent decades, business and other institutions have experienced an increasing number of problems relating to the performance of their organizations. Productivity falls far short of what it could be, the safety of workers is compromised, and the quality of products and services cannot be relied upon as it once could. The immediate source of these problems is people: the behavior of the people who make up the organizations--those who do the work and those who manage them (Ketchum & Trist, 1992).

From their classical studies in the sixties and seventies, Emery and Emery (1976) and Trist (1978) compiled a list of psychological requirements that must be met if commitment to work is to develop. These intrinsic factors include:

- the need for the job to be reasonably demanding in terms other than sheer endurance and to provide a minimum of variety.
- the need to be able to learn on the job on a continuing basis. Personal growth is important to job satisfaction.
- the need for some area of decision making that the individual can call his or her own.
- the need for some degree of social support and recognition in the workplace, from both fellow workers and bosses.

- the need to be able to relate what one does and what one produces to one's social life (that is, the opportunity to contribute to society).
- the need to feel the job leads to some sort of desirable future. It may involve training or redeployment. It includes being able to participate in choosing that future.

In addition to these intrinsic motivations, Emery and Emery (1976) and Trist (1978) recognized the importance of continuing consideration of extrinsic factors. These were identified as fair and adequate pay, job security, benefits, safety, health, and due process. The psychological needs must be met in order to create and maintain a productive organizational culture. Figure 1 presents the intrinsic and extrinsic job factors. The psychological needs are often referred to as quality of work life (QWL).

Figure 1. Properties of Jobs

Conditions of Employment	The Job Itself
Socio-economic factors (extrinsic)	Psycho-social factors (intrinsic)
Fair and adequate pay	Variety and challenge
Job security	Continuous learning
Benefits	Discretion, autonomy
Safety	Recognition and support
Health	Meaningful social contribution
Due process	Desirable future

In summary, organizational development represents a process of preparing for and managing change. It acknowledges that change cannot take place in a vacuum; that is, that changes in structure, technology, and people interact.

If organizational development is successful, the attitudes and values of individuals, as well as the structure of the organization, will be more adaptive. The culture of the organization will support and encourage excellence.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of this practicum was to conduct a thorough assessment of the culture of the organization and to create and implement an organizational development plan that would improve agency and team effectiveness and increase the level of staff satisfaction. The accomplishment of this goal would promote organizational renewal and would help to shape the culture so that positive interpersonal and collective values become a way of life.

Expected Outcomes

The following goals and outcomes were projected for this practicum:

1. A trend demonstrating a decrease in the rate of turnover of child care counselors would be noted, or stated conversely, the average length of employment of counseling staff would increase. The average length of employment of counselors over the past five years has been 2 years and 3 months. The expectation was that the average length of employment for counselors would increase at a rate of 5% to 9% and the turnover rate would decrease by 5% to 9% during the first year of implementation of the organizational development plan.
2. An improvement in organizational and team effectiveness would be achieved. This would be demonstrated by an increase of at least 5% to 10% on the total scores of the PAVE posttest, at the completion of the organizational development interventions, for each of the 12 teams in the agency. The total score is determined by summing the mean scores for the six indicators of excellent organizations that are measured by the PAVE

instrument. The six indicators are productivity, team effectiveness, alignment, empowerment, commitment, and inspiration.

Also expected was that there would be a 5% to 10% increase in the total score on the PAVE (all six indicators combined) for the entire organization. This total score provides a measure of the overall level of performance for the organization.

3. The organization would experience higher staff morale and satisfaction, a renewed commitment to excellence, and more cohesive teams, thus helping to improve programs and services for the children and families served by the organization.

Measurement of Outcomes

The first expected outcome was that the average length of employment for counselors would increase by 5% to 9% in the first year following organizational development efforts and the turnover rate would decrease by 5% to 9% in that time period. This outcome was measured by analyzing the personnel records in the agency and determining the rate of turnover and average length of stay for counselors. This data was then compared to current data as well as to the 1987 baseline data.

The second expected outcome would be an improvement in organizational and team effectiveness. To measure this outcome, all employees in the organization were administered the PAVE instrument, which measures six indicators of organizational excellence and provides a total score demonstrating a level of performance that can be compared to other excellent organizations.

The data was measured as follows:

1. All employees in the organization were administered the PAVE instrument in November 1992. The employees in the organization comprise 12 distinct teams. The pretest provided mean scores for each of the six indicators of organizational excellence. The posttest, following implementation of the organizational development intervention, provided mean scores for each of six indicators. These mean scores (pre and post) were compared for each team.
2. The total score on the PAVE was made up of all the six indicators combined. The total score for each team was determined in the pretest. The posttest total score was compared to the pretest total score. A 5% to 10% increase in the overall level of performance, for each of the 12 teams, was expected. Standard deviations and t-tests were calculated to determine the level of confidence. An alpha of 0.05 was expected.
3. All of the scores on the PAVE were aggregated on the pretest to yield a mean score, for each of the six indicators of organizational excellence, for the entire organization. The posttest mean scores, for each of the indicators, was compared to the pretest scores.
4. The total score on the PAVE pretest (all six indicators combined) for the entire organization was compared to the total posttest score. An increase of 5% to 10% in the overall level of organizational performance was expected. Again, standard deviations and a t-test (alpha 0.05) was calculated and expected.

The final outcome expected was higher staff morale and satisfaction, a renewed commitment to excellence, and more cohesive teams as a result of organizational development efforts. In November and December 1992, an external consultant conducted in-depth interviews with 37 employees and members of the Board of Directors of the agency. This was a stratified random sample, selected by computer by using employee payroll identification numbers. The consultant collated the results of the interviews and prepared an executive summary that presented the strengths, weaknesses, and recommendations for team and organizational improvement. Level of staff morale and satisfaction was measured by selecting a new stratified random sample of 40 employees and Board members. The same consultant conducted the interviews, using the same in-depth structured interview format. The questions for this interview are listed in Appendix B. The consultant again prepared an executive summary of the strengths, weaknesses, and recommended areas for improvement. The consultant's professional opinion as to overall organizational effectiveness and level of employee satisfaction, as compared to the initial interviews in 1992, was presented in the consultant's written report.

The interviews were done to augment the PAVE instrument. The PAVE results are a more quantifiable measure of employee morale. As already stated, a 5% to 10% increase in the total score of the six indicators of organizational excellence was expected for the agency. This score also provides a measure of the level of employee satisfaction.

Following implementation of the organizational development intervention, each employee, on each of the 12 teams, was administered a survey. They were asked to indicate their level of satisfaction in regard to the OD

intervention; team cohesiveness and performance; communication and feedback on the team; team direction and goals; commitment, pride, and optimism on the team; and the amount of time invested in the organizational development efforts. Each employee was also asked to list any comments, suggestions, or recommendations they chose. A copy of the survey, rating form, and results form are listed in Appendix C.

The results of these employee surveys were aggregated for each of the 12 teams. The expectation was that the mean score for each team would demonstrate that at least 80% of the respondents were satisfied--overall and within each of the dimensions surveyed.

In summary, the outcome measures were expected to demonstrate a decreased rate of turnover of counseling staff, increased levels of team and organizational effectiveness, and subsequently, higher staff commitment, inspiration, and morale. These factors, in turn, were expected to help produce a more productive and supportive organizational culture and climate.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Possible Solutions

This agency experienced unprecedented change and growth during the past five years. As a result the organization also experienced increased turnover and stress among the agency staff. The organization's leaders felt the need to conduct a thorough organizational diagnosis and then to create and implement a development plan that would improve team and organizational effectiveness and the level of satisfaction of its employees.

ORGANIZATION DEVELOPMENT

While many definitions have been given for organization development, most of the concepts are contained in Beckhard's (1967) definition: "an effort which is planned, organization wide and managed from the top to increase organization effectiveness and health through planned interventions in the organization's processes, using behavioral science knowledge" (p. 20). French, Bell, and Zawacki (1989) further specified that organizational development (OD) should refer to particular techniques/interventions used to improve an organization, whereas organization development should be used to denote a process. Terms used interchangeably with OD are organizational renewal, organizational change, and organization improvement.

In the last four decades, organizational development techniques have been used in attempts to achieve both organizational and employee goals by improving organizational effectiveness and productivity, emphasizing employee's welfare, and lessening the problems confronting organizations and their members (Nicholas, 1982; Porras, 1979; White & Mitchell, 1976).

Organizational development is invariably launched on the basis of a felt need for action as determined by the organization's leaders. This felt need leads to systematic planning that allows for and builds on the following factors (Frame, Hess, & Nielsen, 1982):

- The organization's actual situation versus the desired situation;
- Interdependencies in the organizational system; and
- Specific changes required to progress toward the organization's desired situation.

In both planning and implementation of interventions, OD is a systems-oriented approach to change, with heavy emphasis on humanistic democratic values, especially collaboration (Robbins, 1988). Organizational development has been described not only as a humanistic process (Bennis, 1969; Conner, 1977; Huse, 1975), but also as a collaboration process between those effecting change and those affected by change (Argyris, 1962; Bennis, 1966; Blake & Mouton, 1968; Dyer, 1987; Hastings, Bixby, & Chaudhry-Lawton, 1987; Kilmann, 1984; Reilly & Jones, 1974; Senge, 1990; Woodman & Sherwood, 1980). Management usually initiates organization development for the purpose of improving or altering the way the organization operates with the belief that facilitating the integration of individual and organizational objectives will increase the organization's effectiveness.

It is possible to shape the culture of an organization. A correlation exists between types of culture and organizational effectiveness (de la Porte, 1974; Denison, 1990; French, Bell, & Zawacki, 1989). By measuring the function of values, beliefs, policies, and other traits of the culture, a determination can be made concerning its effect on the success of the organization.

Organization development and renewal must be an ongoing goal of effective leaders. Changes within the organization need a catalyst. The person or persons who act as catalysts and assume the responsibility for managing the change process are referred to as change agents. Senge (1990) states that not only must the leaders in organizations be initiators of change, they must have ongoing commitment in order to sustain the activities that will lead to goal achievement.

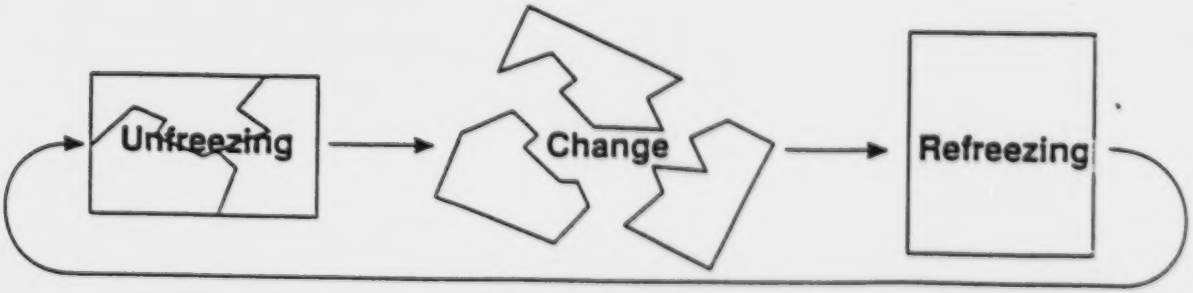
Change and Organizational Development

Kurt Lewin (1947) studied the issue of learning and change. In general terms, planned change can be described as consisting of three stages: unfreezing, change, and refreezing.

1. Unfreezing creates the awareness of the need to change. The status quo is disturbed by reducing the strength of current values, attitudes, or behaviors.
2. Change is the action-oriented stage. Specific changes are brought about through the development of new values, attitudes, or behaviors.
3. Refreezing stabilizes the change that has been brought about. The new state becomes the status quo and must be sustained.

Lewin's cycle of change concept is illustrated in Figure 2.

Figure 2. The Cycle of Change



Organizational Development Objectives

Organizational development efforts are generally directed toward two ends: (1) improvement in an organization's effectiveness and (2) improvement in the satisfaction of its members (Robbins, 1988). A major value issue underlying these objectives is that they can best be attained by humanizing organizations and encouraging personal growth. When this is translated into operational language, we find the OD literature laden with terms such as collaboration, confrontation, authenticity, trust, support, and openness.

Beer (1980) has stated that the purpose of OD is to help organizations become healthier, more adaptive systems, which usually means helping them to increase diversity, openness, confrontation of differences, and delegation in decision making. Miles and Schmuck (1983, p. 23) refer to "better goals, and development of a climate of trust in decision making." French (1974, p. 24) suggests that change agents "tend to be developmental in their outlook and concerned with the long range opportunities for the personal growth of people in organizations," and goes on to cite values related to making work and life richer and more enjoyable, and to giving feelings and sentiment more legitimacy within organizational culture. Slater and Bennis (1978, p. 313) argue that organizational democracy represents "the social system of the electronic era." Sashkin (1984) makes the surprisingly blunt moral declaration that "it is ethically unjustifiable to manage nonparticipatively" (p. 17).

French (1974) has defined the objectives of a typical OD program as follows:

1. To increase the level of trust and support among organizational members;

2. To increase the incidence of confrontation of organizational problems, both within groups and among groups, in contrast to "sweeping problems under the rug;"

3. To create an environment in which authority of assigned role is augmented by authority based on knowledge and skill;

4. To increase the openness of communication laterally, vertically, and diagonally;

5. To increase the level of personal enthusiasm and satisfaction in the organization;

6. To find synergistic solutions to group and team problems;

7. To increase the level of self and group responsibility in planning and implementation.

The change agent may be directive in organizational development; however, the literature emphasizes collaboration. Concepts such as power, authority, control, conflict, and coercion are held in relatively low esteem among OD supporters. As a result, OD interventions tend to emphasize power equalization (reducing hierarchical authority and control), the work group (rather than the individual), and the collaborative process.

Of course, OD is also concerned with improving organizational performance. If it is true, as the literature indicates, that the major hurdles to high organizational performance are dysfunctional conflicts, poor communication, structured rigidity, failure of members to know themselves and how they have an impact on others, and inadequate understanding of the attitudes and values of others, then OD techniques should be designed to help to improve an organization's effectiveness. The OD interventions should serve to increase member satisfaction, to enhance the meaningfulness of work, and to bring about the desired change.

Types of Organizational Development Interventions

In order to better understand the process of organizational development and thus to replicate the findings of others, M.J. Burke (1982) recommends that researchers generate explicit operational definitions and categories of the variables to be studied. Friedlander and Brown (1974) developed a classification system of OD interventions that categorize techniques as human processes, technostructural approaches, and multifaceted designs.

- Human-Processes Interventions

  The human-processes approach values human fulfillment, attempts to achieve improved organizational performance via improved human functioning and processes, and attempts to alter attitudes and perceptions by directly influencing people (Tjosvold, 1985). The subgroups of human-processes interventions are laboratory training, sensitivity training, process consultation, intergroup development, participation in decision making, goal setting and management by objectives (MBO), realistic job previews (RJP's), survey feedback, team building, and grid OD. For the most part, each emphasizes participation and collaboration.

- Technostructural Interventions

  Technostructural interventions are intended to affect the work content, work method, and relationships among workers. The interventions are job design, job rotation, work modules, job enlargement, job enrichment, flexitime work hours, compressed work weeks, quality circles, and integrated and autonomous work teams (Roner & Primps, 1981).

Certainly, management-initiated changes in the organization's formal structure (that is, altering the degree of complexity, formalization, and centralization) also represent technostructural interventions. For instance, departmental responsibilities can be combined, vertical layers removed, and spans of control widened to make the organization flatter and less bureaucratic. The number of rules and procedures can be reduced to increase employee autonomy. An increase in decentralization can be made to speed up the decision-making process. All of these concepts represent examples of technostructural approaches to organizational development.

- Multifaceted Interventions

  Included in this category are experiments that use combinations of OD interventions. Multifaceted interventions involve a combination of one or more human-processes and/or technostructural approaches.

As one can see, the term organization development encompasses many different activities that can be used to improve the functioning of an organization. Schmuck and Miles (1971) provide a brief description of some of the more popular human-process and technostructural interventions. The interventions that can be employed are:

a. Training or education: procedures involve teaching or experience-based learning, such as lectures, structured activities, and exercises, simulations, and T-groups.

b. Process consultation: observing ongoing processes and coaching to improve them.

c. Confrontation: bringing together units of the organization (people, roles, or groups) that previously have had poor communication; usually accompanied by supporting data.

d. Data feedback: systematic collection of information, which then is reported back to appropriate organizational units as a base for diagnosis, generation of solutions, and implementation.

e. Problem solving: meetings, focusing on problem identification, diagnosis, generation of solutions, and implementation.

f. Planning: planning and goal-setting activities to plot the organization's future.

g. OD task-force establishment: setting up ad hoc problem-solving groups or internal teams of specialists to ensure that the organization solves problems and carries out plans continually. These are sometimes called Quality Circles or Quality of Work Life groups.

h. Technostructured activity: action that has as its primary focus the alteration of the organization's structure, work flow, and ways of accomplishing tasks.

i. Team building: the objective is to improve team members' coordinative efforts to increase team effectiveness. Team building attempts to use high interaction among group members to increase trust and openness.

Implications for Managers

Organizations and their members must change if organizations are to adapt and survive. The leaders of the organization, because of their authoritative positions and their accountability for performance, frequently play the role of change agent.

Managers can use a wide range of human-process and technostructural techniques to bring about change in individuals, groups, technology, or the organization's structural design. Regardless of the change techniques used, managers should make use of the three-stage planned change model. By following this model, both the resistance to change and the need to stabilize and sustain the introduction of any changes will be directly addressed.

ORGANIZATIONAL RENEWAL

The only predictable force affecting any organization is change. Yet, change occurs in unpredictable ways. Organizations that adapt effectively to

the demands placed on them by changes within their operating environments and that actively manage those changes are what Robert Waterman (1987) calls Masters of Renewal.

Waterman believes that changes in the environment lead to changes in what organizations are required to do in order to justify their existence. Waterman maintains that organizations cannot avoid the effects of entropy, or improve, or develop and maintain excellence, without the ability to renew. In his view, renewal:

- is analogous to revitalization;
- describes organizations' ability to sense changes in what is required from them by the environment; and
- describes organizations' ability to reallocate existing resources or to acquire additional ones in order to ensure organizational excellence.

Some organizations renew easily, others experience difficulty renewing, and some do not renew at all. In a search to identify the specific means by which organizations renew, Waterman studied 45 organizations in several different industries. All of the organizations were successful, and all had faced the challenge of renewal effectively.

Leadership

All of the organizations studied were similar in the leadership styles of their top executives. Successfully renewed organizations were directed by leaders that Waterman labels builders. Builders are the transforming leaders (Bennis & Nanus, 1985; Burns, 1978) who aspire to make a difference in the world and to improve conditions for others. Builders are

> everyday corporate managers who simply find ways to renew and refresh their units, their departments, their companies. They are leaders who generate excellence, the ones we need to study, to emulate, to understand. (Waterman, 1987, p. 25)

Builders are contrasted with what Waterman labels custodians and manipulators of wealth. Custodians are caretakers who do not make any particular contribution to organizational renewal. They are "masters of inactivity," dislike change, and are just "there." Under "caretaking" leadership, organizations are not capable of sensing changes in their environments. Thus, they are not capable of adapting to their environments, and they eventually die. On the other hand, manipulators of wealth are very active. Unfortunately, all of their actions are focused toward the acquisition of wealth. Nothing is created through their efforts that adds to the gross national product or that facilitates the growth of others. Wealth simply changes from one hand to another. Under manipulator-of-wealth leadership, organizations and the people within them simply are pieces in a high-stakes game.

Dynamics of Renewal

Successfully renewed organizations are led with clarity and are made up of builders, according to Waterman. Identifiable consistency exists in the manner in which they lead their units, departments, and companies. The consistencies cluster into eight general areas. These dynamics of renewal are:

1. Informed Opportunism

   The leaders of renewed organizations are not as concerned with detailed strategies as they are with setting directions for their organizations to follow. They recognize that there are many ways to

attain any goal. In a renewed organization, information--as opposed to facts--regarding all aspects of the environment is viewed as crucial to the organization's ability to estimate future conditions. Based on this information, the leaders are able to call on their intuition, or "sixth sense," to take advantage of or to invent opportunities within the environment.

Renewal leaders welcome planning as long as the plans do not become so detailed and cumbersome that they are inflexible. The value of planning is its role in accumulating information, reinforcing culture, identifying issues and crisis areas, improving communications, and the like, so that the organization is not surprised by events in the environment. More value is placed on the planning process than is placed on the plan itself. Information from the process of planning is considered a strategic advantage, and the flexibility that is afforded by nonconstraining plans is considered to be the organization's fundamental strategic weapon.

2. Direction and Empowerment

Within renewed organizations, everyone, from the top executives to hands-on employees, is treated as a source of creative input. Employee initiative is valued; ideas are solicited and used; and the belief prevails that employees know best how to do their particular jobs. Management's function is to establish direction, and employees are empowered to figure out the best ways to do things. Thus, the directing of task behavior in renewed organizations is a balance between managerial control and employee responsibility.

Management determines the boundaries of a broad solution space, and employees assume responsibility for finding the best way to operate within that space. Most importantly, the testing of boundaries is encouraged in order to ascertain whether the boundaries continue to be appropriate.

3. Friendly Facts, Congenial Controls

Within renewed organizations, facts are regarded as friends, and internal financial controls are viewed as a means to free the organization from the realm of opinion. Renewed organizations have a passion for facts that can be used easily to check organizational progress. Internal controls, such as budgets, audits, and inventory controls, provide the means by which managers can determine whether their units, departments, or organizations are on track, enabling them to and make worthwhile decisions about costs, quality, and resources. Good controls are not necessarily complex; their purpose is to quantify organizational performance and to alert managers to a need for renewal.

4. A Different Mirror

Organizations, like people, can slip into patterns of familiar and comfortable behavior: that is, habits. Once habitual patterns of behavior have been adopted, management tends to become isolated and preoccupied with the internal affairs of the organization. This tends to diminish management's perceptions of external events, dull the organizational sense of urgency, and affect the organization's ability to revitalize.

Leadership within renewed organizations focuses specific actions initiated to encourage managers to interact with others, to break out of habitual patterns, and to view the organization in different ways. Renewal leaders are curious, attentive to their environments, and ask for ideas from others (including competitors) both inside and outside their units, departments, and organizations. They utilize an assortment of listening techniques to view the world from the reality of others--through a different mirror.

5. Teamwork, Trust, Politics, and Power

Teamwork and trust are emphasized in the philosophies of renewed organizations. Noticeably absent are negative political behavior and positioning among top executives. In fact, Waterman found that top executives are highly cooperative and skilled in positive, nonmanipulative political behavior. Although the individual personalities of top executives vary, each executive clearly is in charge, and none utilizes a "hard-nosed," authoritarian approach. Team-oriented top executives are the major forces behind organizational renewal. Each executive is surrounded by highly capable people, and each encourages high levels of relaxed, open, and cooperative exchanges of information.

In renewed organizations, high levels of trust exist between departments, people, and management. It is assumed that all organizational members are trustworthy, so trust is viewed as inherent in the individual, not as something to be earned. Employees are trusted to do well for the organization, and in return, the organization is trusted to help foster the dignity of the individual.

6. Stability in Motion

Even though renewed organizations understand that the only constant is change, they also understand that high levels of structure, stability, and consistency are required in order to provide a stable foundation on which to base change. Stability and consistency are especially important in regard to organizational beliefs, values, and vision. There is enough stability to encourage risk taking and enough change so that organizational members extend themselves and the organization renews. Thus, renewal is brought about in small steps, and the problems associated with renewal are viewed as ordinary problems to be resolved.

7. Attitudes and Attention

In renewed organizations, the expectations of management significantly affect renewal outcomes. Management is involved in the renewal process and communicates its involvement by committing time, energy, and attention to renewal efforts. Pronouncements and behavior are consistent, and management strives to minimize or remove fear, uncertainty, and doubt within the organization while communicating confident, realistic, and "tough-minded" optimism about the future.

Additionally, renewed organizations adopt a total-quality approach in their relationships. Expectations are high and clearly communicated; everything that can be quantified is measured, and the measurements are useful both for communicating expectations to employees and for identifying and resolving ordinary problems before they become big issues.

8. Causes and Commitment

At any point in its life, an organization faces a series of issues--problems, opportunities, and challenges--that need to be dealt with. Issues lead to causes, and renewed organizations run on causes. The cause varies with each particular organization (e.g., quality, cost reduction, service, the customer, survival), but in each the cause is communicated in a manner that presents an element of risk and challenge to organizational members.

Renewed organizations recognize that people want their work to be meaningful and to fulfill basic psychological needs.

The renewed organizations in Waterman's study recognize that causes must be worthwhile and aligned with people's basic psychological needs. Accordingly, the only causes that are advocated are those that are need fulfilling and that members of the organization can identify with, believe in, and support.

Renewed organizations focus only on a few issues at a time and communicate their causes clearly, honestly, and consistently in order to bring about maximum commitment from all. A cause is not valuable unless organizational members are committed to its resolution. Therefore, cause and commitment are the bases of organizational renewal.

Summary

Change is threatening to both organizations and organizational members. Yet, all organizations that survive modern environments will have an internal capability to maintain their competitive advantages and meet the threat of

change. Waterman (1987) defines this internal capability as renewal factors that transform "threat into issue, issue into cause, and cause into quest" (p. 338). All of these factors are necessary for organizational survival and growth.

ORGANIZATIONAL CULTURE

One of the purposes of organizational development is to shape the culture of the organization so that it promotes excellence. Organizational culture is a relatively new type of organizational analysis that is borrowed from the field of anthropology. It first was described as an organizational unit of concern by Pettigrew (1979). In the short time since culture and its relevance to organizational systems have been matters of academic and professional concern, many books and articles have been written to define and to describe the nature of organizational culture. To date, no single, universally accepted definition exists; however, the term organizational culture generally is accepted as referring to the shared meanings, beliefs, and understandings held by a particular group or organization about its problems, practices, and goals (Reichers & Schneider, 1990).

Edgar Schein (1985) contends that the concept of organizational culture often is misunderstood and is confused with the related concepts of climate, ideology, and style. For example, culture sometimes is defined in terms of:

- Overt organizational behavior;
- Organizational ideology and philosophy;
- Group and organizational norms;
- Espoused organizational values;
- Policies, procedures, and rules of socialization, and

- Climate.

When considered in conjunction with members' interaction patterns, language, themes of everyday conversation, and rituals of daily routine, these definitions seem to reflect elements of organizational culture. But for Reichers and Schneider (1990) as well as for Schein, culture is less conscious; it exists at a deeper level. These theorists regard the above definitions as artifactual and resulting from culture. None describe the "essence of culture" itself. According to Schein, the essence of culture is the basic assumptions and beliefs that are "invented, discovered, or developed" by all members of a group as it copes "with its problems of external adaptation and internal integration" and that are "taught to new members as the correct way to perceive, think, and feel in relation to those problems" (1985, p. 9).

Morgan (1986) contends that organizational cultures evolve from the social practices of members of organizations and are, therefore, socially created realities that exist in the minds of organizational members as well as in the formal rules, policies, and procedures of organizational structures. For Morgan, culture is an ongoing process of reality construction, providing a pattern of understanding that helps members of organizations to interpret events and to give meaning to their working worlds. Thus, culture is an evolutionary and dynamic process that incorporates changing values, beliefs, and underlying assumptions regarding:

- The nature of the relationship between organization and environment (whether the organization controls, is controlled by, or coexists with the environment);

- The nature of reality and truth (what is right or wrong in terms of acquisition and use of information, time perspectives, physical environments, and social environments);
- The nature of human nature (intrinsic nature and basic instincts of human beings);
- The nature of human activity (active, passive, or in-between); and
- The nature of human relationships (the proper way for people to relate to one another).

The above are fundamental assumptions about core and global realities that result in cultural predispositions that subsequently drive the more "superficial" cultural manifestations such as overt behavior, norms, espoused values, and the like.

Functions of Organizational Cultures

Schein (1985) believes that organizational cultures initially are created by the founders of organizations and subsequently are maintained by the founders' chosen leaders. Founders form organizations based on personal beliefs about how to interact with the environment and about the natures of reality, people, activities, and relationships. They make presumptions about what should or should not be, what works or does not work, and what constitutes appropriate or inappropriate organizational activity. Founders' goals, assumptions, and visions of reality come to be shared by others in their organizations, particularly the leaders. Over time, shared realities evolve into consensually validated organizational cultures that become the "correct" ways of solving organizational problems related to survival and

adaptation to the external environment and to integration of the internal processes required to ensure survival and adaptation.

Thus, organizational culture becomes a normative glue (Morgan, 1986) that structures the milieu and makes it possible for people to derive meaning from their work, to work comfortably with others, and to focus on key organizational tasks.

Implications for Managers

Morgan believes that corporate cultures are mini-societies that manifest distinct patterns of thought, behavior, and belief. Similarly, Schein (1985) says that organizational cultures are highly visible and that they facilitate adaptation to the external environment as well as integration of internal processes. Adaptation and integration imply differences in environmental conditions and a degree of organizational-environmental fit. Culture can limit strategic options significantly and, consequently, can restrict the organization's ability to assess and to adapt to certain environments--so much so that Weick (1985) has asserted that it is becoming increasingly difficult to separate strategic change from cultural change.

For Schein, it is clear that organizations must analyze their cultures and manage within their cultural boundaries. If the fit between culture and environment is inappropriate, organizations must change their cultures. Yet in order to manage effectively within boundaries or to change cultures, leaders and managers must learn to perceive the types of systems with which they are working. Successful leadership depends on an ability to create or to maintain a shared reality, as cohesive groups evolve from shared reality and meaning (Morgan, 1986). Shared reality and meaning will be created or

maintained only when leadership and management are symbolically consistent with some desired direction. In other words, culture cannot be controlled; it only can be influenced by leadership and managerial behavior.

ORGANIZATIONAL CLIMATE

Organizational culture has been defined as those aspects of an organization that give it a particular climate or feel. Culture is to the organization what personality is to an individual. The culture of the organization creates the organizational climate. Climate is a manifestation of the culture. It is the "day-to-day feelings and perceptions" of organizational members. It is an indicator of morale and satisfaction.

Daniel Katz and Robert L. Kahn (1978) observed that organizations with different forms and functions, "although they share certain bureaucratic activities and norms, develop different and distinctive normative climates." Just as persons' unique personalities make them somewhat consistent in their preferences and in their behavioral responses, organizations have unique climates that reflect their preferences and typical behavioral responses. Managers and organization development consultants can assess these climates in order to predict or to improve factors such as productivity and morale.

Several researchers have attempted to define the term organizational climate. Richard Woodman and Donald King (1978) set forth an assortment of definitions in their review of the organizational-climate literature. Garlie Forehand and B. Von Haller Gilmer (1964) define organizational climate as

> the set of characteristics that describe an organization and that (a) distinguish the organization from other organizations, (b) are relatively enduring over time, and (c) influence the behavior of people in the organization. (p. 362)

Like meteorological climate, organizational climate is a combination of attributes considered over time and space. Just as the physical climate of a region is composed of factors such as average rainfall, average temperature, and wind conditions, an organization's climate is composed of its decision processes, overall morale, general reputation in the community, and standards of conduct.

Components of Climate

Organizations are complex social arrangements, and instruments that measure organizational climate express this complexity. Udai Pareek (1989) observes that organizational climate is created by the interaction of an organization's "structure, systems, culture, leader behavior, and psychological needs of employees" (p. 161). From a review of studies by Likert (1967), Litwin and Stringer (1968), and others, Pareek (1989) identifies the following twelve dimensions of organizational climate:

1. Orientation: members' principal concern (control, excellence, and so on);
2. Interpersonal relations: such as cliques or dependency;
3. Supervision: supervisors' influence on employee motivation;
4. Problem management: how the organization views and solves problems;
5. Management of mistakes: leaders' attitudes toward subordinates' errors;
6. Conflict management: processes used to resolve conflict;
7. Communication: prevalent styles and characteristics of communications;
8. Decision making: how decisions are made and by whom; how the decision-making process affects relationships;
9. Trust: who trusts whom for what;

10. Management of rewards: what behaviors are reinforced;

11. Risk taking: the organization's way of handling risky situations; and

12. Innovation and change: who is responsible for instigating change, by what methods, and to what effect.

Advantages of Organizational-Climate Methodology

One advantage of using climate measures to assess organizational functioning is that the twelve dimensions identified above are relatively less threatening than are questions of satisfaction and other evaluative measures. Observers or organization members are asked to describe the organization in neutral terms, not to evaluate it.

A second advantage of using climate measures is that organizational climate is thought to be a predictor of performance outcomes. Research conducted by Litwin, Humphrey, and Wilson (1978) showed that traditional indicators of how well an organization is doing, such as profitability and return on investment, occur long after the individual efforts that created them. "Climate, on the other hand, is a short-term indicator of organizational performance, for it measures current activities and their ultimate impact on bottom-line performance" (p. 188).

Uses of Organizational-Climate Models

Organization development consultants and managers can apply organizational-climate models to problems in at least four ways.

1. Organizational climate is a useful construct within which to monitor the effects of organizational-change programs. Assessing the climate

at various times--before, during, and after an intervention--allows people to track the effects of planned change.

2. The systemwide effects of contemplated changes in mission, policies, technology, or personnel can be predicted in advance in the context of an organizational-climate analysis.
3. Differences among subunits of an organization can be better understood in the framework of organizational-climate theory. If climate diversity is natural and healthy, this knowledge can be used to promote more efficient cooperation among dissimilar subunits. Alternatively, the information can be used to diagnose possible deficiencies when dysfunctional diversity is detected.
4. Organizational-climate theory is a particularly valuable tool for managers and OD consultants because it broadens their focus from individuals to groups. It is important to remember that the whole of an organization is greater then the sum of its parts--or at least is different from the sum of its parts. The desire to exploit the benefits of group synergy is a fundamental reason for forming an organization. Organizations function in accordance with the principles of group dynamics, not according to the principles of individual behavior. In order for an OD consultant or manager to implement organizational improvement successfully, he or she must understand that organizational psychology is group psychology, not individual psychology. The concept of organizational climate provides an orderly, theoretical framework for examining and for attempting to influence the behavior of work groups.

Description of Selected Solution

The solution selected by the writer to improve organizational effectiveness and employee satisfaction in the practicum agency is the organization development intervention referred to as team building.

The powerful impact of groups upon organizational effectiveness was first formally recognized in the human relations literature by Elton Mayo (1933) over a half century ago. A number of other researchers in the field have also extolled the virtues of cohesive work groups in organizations (Cartwright & Zander, 1953; Likert, 1967; McGregor, 1960, 1966; Neilson & Kimberley, 1976). During this period, behavioral science-based technologies were developed to facilitate the effectiveness of work groups, most notably the organization development strategy referred to as team building.

Team building has come of age. While other types of organizational development interventions have become passe', team building--in a variety of forms--has evolved into a frequent "intervention of choice."

Managers in both profit-making and not-for-profit organizations recognize the importance of quick responses to crises, thoughtful planning, and the full use of human resources in solving complex problems. Moreover, organizational subunits are becoming more interdependent, requiring teams or managers to work closely together. In addition, women and minority group members are gaining membership in these managerial teams. Developing and using the individual, interpersonal, and group skills required to produce a creative, wise, efficient, productive, and satisfying team is at best difficult (Reddy, 1988).

As work settings become more complex and involve increased numbers of interpersonal interactions, individual effort has less impact. In order to

increase efficiency and effectiveness, a group effort is required. The creation of teams has become a key strategy in many organizations. Team building is an essential element in supporting and improving the effectiveness of groups and task forces and must be a key part of a total program of organizational renewal and change (Pfeiffer, 1991).

Team building, or team development, is a form of organization development whose roots lie in participative management theory. According to Weisbord (1986) it is part of the action-research model, which is both an approach to problem solving (a model or paradigm) and a process (a series of activities); the diagnosis of a problem and the development of a solution come from the same source. Team development is a part of a growing emphasis on participatory management that involves not only the creation of teams in the workplace but ultimately self-management by teams.

Outcome Evaluations of Team Building

Reilly and Jones (1974) contend that team building is the most important organization development activity; Kinlaw (1991) sees team building as valuable in bringing about high-quality results in organizations; Atkinson (1990) views team building as a key to creating culture change and achieving total-quality management; Larson and LaFasto (1989) refer to team building as a strategy for developing teamwork and excellence in organizations.

In a review by Terpstra (1982), the author analyzed 67 studies that represented four major organization development intervention types: laboratory training (T-group or sensitivity training); survey feedback; team building; and process consultation. The author concluded that, given the constraints under which OD practitioners and evaluators operate, they have done well in their

effort to assess change resulting from OD interventions. Regarding measurement features, Terpstra emphasized the absolute need to arrange for at least the pretest-posttest design. Additionally, longitudinal measurement is critical for the assessment of the permanence of OD change, and "hard" quantitative data, such as performance or production records, as well as attitudinal data, should be gathered.

DeMeuse and Liebowitz (1981) reviewed 36 published studies of the organization development strategy called team building. They focused on (1) research designs, (2) sample sizes, (3) dependent variables, and (4) the length of time the intervention was investigated. Their review of the studies indicated that team building was overwhelmingly effective. Team building appears to be an intervention with great potential for improving employee attitudes, perceptions, and behaviors, as well as organizational effectiveness.

Team building is one of the most popular interventions in organization development (French & Bell, 1984). The primary purpose of team building is to improve the effectiveness of work teams within organizations. The empirical research on the effectiveness of team building for empowering employee and group work performance is uncertain (Buller, 1986). The results of team-building research have been ambiguous for two primary reasons, according to Buller (1986): (1) the concept of team building has not been well defined, and (2) the research has been generally poor from a methodological standpoint.

Buller and Bell (1984) designed and executed a quasi-experiment to examine the independent effects of team building on hard performance measures in a field setting. In this study, conducted with hourly employees in an underground metal mine, team building was found to have a positive effect on

the quality but not the quantity of performance. The authors concluded that team building is a complex, multifaceted intervention that may affect performance in a variety of ways. They advocate for more rigorous experimental designs that examine team building on objective performance measures.

A meta-analysis examined the effects from 126 studies that employed organizational development interventions to modify satisfaction and other attitudes (Neuman, Edwards, & Raju, 1989).

The study concluded that multifaceted interventions have been more effective in modifying satisfaction and attitudes than were OD interventions that used a single human-processes or technostructural technique. For specific interventions, team building was the most effective means of changing satisfaction and other attitudes; it was followed closely by lab training.

Both lab training and team building have similar formats (White & Mitchell, 1976), and they are the most structured of all human-processes designs (Nicholas, 1982). The structure helps to focus participants on translating experiences to the work environment. An alternative explanation for the greater success of team building and lab training is that they provide employees with the most direct experiences of self-development and improvement (Buchanan, 1970; Campbell & Dunnette, 1968; Nicholas, 1982). This direct feeling of positive change has the most immediate effect on satisfaction and other attitudes (Liebowitz & DeMeuse, 1982).

A meta-analysis of studies by Guzzo, Jette, and Katzell (1985) concluded that team building and lab training also had the greatest impact on productivity for individual interventions. Although one might more logically infer how human-processes interventions would have greater impact on

satisfaction and other attitudes, it appears that human-processes techniques are equally effective in improving productivity.

Purpose of Team Building

Beckhard (1972) and French, Bell and Zawacki (1989) state that team building is used to improve the effectiveness of work groups by focusing on any of the following four purposes:

1. To set goals and priorities;
2. To analyze or allocate the means and methods of the way work is performed according to team members' roles and responsibilities;
3. To examine the way the team is working--that is, its processes, such as norms, decision making, communications, and so forth; and
4. To examine the quality of working relationship among the team members.

A cycle then develops; it begins with the awareness or perception of a problem and is followed sequentially by data collection, data sharing, diagnosis, action planning, action implementation, and behavioral evaluation. This cycle is repeated as new problems and opportunities are identified.

Beckhard points out that all of these purposes are likely to be operating in a team-building effort, but unless one purpose is defined as the primary purpose, considerable misuse of energy tends to occur. People then operate from their own hierarchy of purposes, and predictably, "these are not always the same for all members" (Beckhard, 1972, p. 24).

Based on responses to individual interviews with team members and the results of selected instruments or surveys, a diagnosis can be made that should indicate the primary purpose for a team-building session. The team-building facilitator or consultant should determine whether the focus of the session should be setting goals or establishing priorities among team goals.

If the goals and priorities are clear, the consultant should determine whether the roles and responsibilities among team members are clear. If so, then the consultant determines whether working procedures and processes are clear. It is important and beneficial for the consultant to use the four purposes in the order in which they are listed. The reasons for this ordering of the purposes are as follows: Interpersonal problems could be a consequence of group members' lack of clarity regarding team goals, roles, and responsibilities, or procedures and processes; problems with procedures and processes could be a consequence of group members' lack of clarity regarding team goals or roles and responsibilities; and problems with roles and responsibilities may be a result of group members' lack of clarity about team goals. To begin a team-building effort with work on interpersonal relationships may be a misuse of time and energy because problems in this area may be a result of misunderstandings in one of the other three domains. Clarifying goals, roles, and responsibilities, or team procedures and processes, may eliminate certain interpersonal problems among team members; clarifying roles and responsibilities may eliminate some of the problems with the team's working procedures and processes; and clarifying team goals and their priorities may eliminate specific problems team members may have with their roles and responsibilities.

Elements of Teams

Not all work groups are teams. Reilly and Jones (1974) list four essential elements of teams: goals, interdependence, commitment, and accountability. The members must have mutual goals or a reason to work together; there must be an interdependent working relationship; individuals

must be committed to the group effort; and the group must be accountable to a higher level within the organization. A good example is an athletic team, whose members share goals and an overall purpose. Individual players have specific assignments that they are responsible for, but each depends on the other team members to complete their assignments. Lack of commitment to team effort reduces overall effectiveness. Finally, the team usually operates within the framework of a higher organization, such as a league.

With these four elements in mind, a team can be defined as a group of people who must work interdependently in order to attain individual and group objectives (Karp, 1980).

The overall objective of a work team is to exercise control over organizational change (functionally, this involves increased decision-making and problem-solving efforts), although a side effect may be to increase the productivity of individual members. A primary objective of team building is to increase awareness of group process. In essence, the group members will learn how to control change externally by experimenting internally. The team-building effort will concentrate on barriers to effective functioning and the selection of strategies to overcome these barriers.

Team Building Defined

Calling a group or work unit a "team" implies that it employs a particular process of working together, one in which team members identify and fully use one another's resources and mutual interdependence to facilitate more effective problem solving and task accomplishment. Thus, when team building is part of an organizational development effort, it usually involves having a team study its own processes (i.e., determine how members work

together) and act to create a climate in which team members' energies are directed toward problem solving and making the best use of their resources (Dyer, 1987).

W. Warner Burke (1982) defines team building as an activity whereby members of a work group (1) begin to understand more thoroughly the nature of group dynamics and effective teamwork, particularly the relationships of process and content, and (2) learn to apply certain principles and skills of group process toward greater team and organizational effectiveness.

Values Inherent in Team Building

The values of our society are changing; individual success no longer is measured solely in terms of monetary gain. More emphasis is being placed on individual health and expression, but awareness of the need for interdependence and the health of the whole system is also growing. Individuals seek more involvement in the decision-making processes that affect them.

Solomon (1977) identifies five values that represent implicit assumptions about human nature and organizational life. These values underlie the strategies used in team-building efforts. They include a belief in and advocacy of democratic society, freedom of choice, scientific inquiry, a healthy organization, and interpersonal knowledge.

Criteria for an Effective Team

Organizational failures often are not a result of poor leadership but of poor followership (McGregor, 1967). A team member is one of a group of mutual followers. Observations of individuals functioning within teams leds to the

following list of characteristics of an effective team member (Kormanski & Mozenter, 1987). Such a team member:

- Understands and is committed to group goals;
- Is friendly, concerned, and interested in others;
- Acknowledges and confronts conflict openly;
- Listens to others with understanding;
- Includes others in the decision-making process;
- Recognizes and respects individual differences;
- Contributes ideas and solutions;
- Values the ideas and contributions of others;
- Recognizes and rewards team efforts; and
- Encourages and appreciates comments about team performance.

These characteristics are in a sequential pattern, alternating task and relationship behaviors.

The Team-Building Process

An effective team is one that can solve its own problems, and the ability to solve problems is predicated on an ability to identify and remove obstacles that deflect energy from those problems. Team building seeks to improve team members' problem-solving ability by enabling them to confront and manage the issues that hinder their functioning as a unit. During the process of team building, the team members identify these issues by examining the team's "real-time" data, which is information derived from what is actually occurring in the team at the moment (current norms concerning disclosure, feedback, openness, trust, leadership, commitment, competition, collaboration, conflict resolution, and so on).

In addition to real-time data, two other types of data can be useful in team building: (1) collected data, information on the team's history, which can be obtained from various sources, including interviews and the personal accounts of team members and others; and (2) simulation data, information derived from team member interactions in role plays and other experiential simulations. These two types of data are used only as a means of preparing the team members to confront and manage their real-time data (Reilly & Jones, 1974).

Typically there are four primary phases to the team-building process:

1. Sensing. Prior to the team-building session, the consultant interviews each of the team members privately, indicating the purpose of the interview, the limits of confidentiality, and the plans for using the interview data. The purpose of the interviews is to obtain information about issues involving the team that are of concern to the team members, to clarify this information so that the consultant understands it, and to increase the team members' ownership of the information (in that they are the ones who generated it). Ownership of the information leads to commitment to the outcomes of the team-building session.
2. Diagnosing. The consultant analyzes the information received in the interviews, noting common themes, and prepares a series of newsprint posters presenting the following kinds of data: (1) information pertaining to each team member, (2) information on the team's process (decision-making patterns, communication, and so on), (3) information on goal statements and priorities, (4) information on objectives for the team-building session, and (5) any other miscellaneous

information (or separate data categories as appropriate).

3. Resolving identified issues. The team meets in a room that affords privacy and freedom from interruptions. The consultant explains the goals of the team-building session and then posts the previously prepared newsprint posters. The consultant reviews each poster's content, explaining his or her analysis and eliciting and answering questions of clarification. For the duration of the session, the consultant assists the team members in working through the posted information--reinforcing openness, risk taking, trust, and interdependence. The decisions made are formulated into an action plan, including the names of those responsible for performing particular actions, deadline dates for acting, and the names of any people outside the team who need to be involved and what the roles of these people will be. The consultant carefully records all elements of the action plan on newsprint. At the conclusion of the session, a team member is asked to collect this newsprint, turn its contents into a handout, and distribute copies of this handout to all team members. Before adjourning the session, the consultant schedules a follow-through meeting to review progress.

4. Follow through. At the scheduled follow-through meeting the team members review their action plan to determine what has been done, what still needs to be done, and what elements of the plan need to be revised or abandoned. The consultant may or may not attend this meeting, depending on the team's preferences and level of experience with follow-through. Arrangements are made as necessary for any new assignments and deadline dates, and all revisions to the action plan

are given to a team member to reproduce and distribute in handout form. Several such follow-through meetings may be held before the team completes all items on its action plan.

Although the implementation of team building involves much hard work, the rewards can greatly exceed the demands. The by-products of effective team work are synergy, interdependence, support, greater productivity, higher trust, improved morale, and a healthy organizational culture and climate (Glaser & Glaser, 1986).

A MODEL OF TEAM BUILDING

A model of team building presented by Chuck Kormanski and Andrew Mozenter (1987) is in accord with Tuckman and Jensen's (1977) five stages of group development: forming, storming, norming, performing, and adjourning. The model is sequential, developmental, and thematic, as are most theories of group development. The model is sequential in that the five stages occur in order; each stage has a general theme that describes group activity. The developmental nature of the model requires that the theme activities be accomplished and problems resolved at each stage before movement to the next stage. The model includes behaviors that are task oriented and relationship oriented, and it reflects the elements and characteristics of teams presented earlier. Figure 3 depicts this model.

Figure 3. A Model of Team Building

Stage	Theme	Task Outcome	Relationship Outcome
One	Awareness	Commitment	Acceptance
Two	Conflict	Clarification	Belonging
Three	Cooperation	Involvement	Support
Four	Productivity	Achievement	Pride
Five	Separation	Recognition	Satisfaction

The five themes and their respective task and relationship outcomes are as follows:

- Awareness (commitment and acceptance);
- Conflict (clarification and belonging);
- Cooperation (involvement and support);
- Productivity (achievement and pride); and
- Separation (recognition and satisfaction).

Stage One: Awareness

The forming stage of group development involves the task objective of becoming oriented and the relationship objective of resolving dependencies. Awareness is an overall theme. Team members need to understand and become committed to group goals and to be friendly, concerned, and interested in others. Individuals must begin by getting acquainted with one another. The unique identities and personal skills of individuals are important resources to be shared in order to create feelings of acceptance.

However, getting acquainted is not enough; many groups exist in which the members feel comfortable with one another and know one another's strengths and weaknesses yet accomplish nothing. Therefore, the initial task activity is setting goals. This gives meaning to the team's existence. Not only do individuals need to understand how the team fits within the organization, they also need to understand how individually each member contributes to the team's goals (Charrier, 1974).

The desired outcomes for the first stage are commitment and acceptance. These outcomes are critical to team development and are prerequisites to movement to the next stage.

Stage Two: Conflict

The storming stage of group development involves the task objective of resistance and the relationship objective of resolving feelings of hostility. Conflict emerges naturally. Team-building behaviors at this stage include acknowledging and confronting conflict openly at the task level and listening with understanding to others at the relationship level. Desired outcomes in this stage are clarification and belonging.

It is important that individuals listen attentively and actively to all viewpoints at this stage. The diversity of opinions shared provides the team with a vital source of group energy. Team members become responsible for developing an atmosphere that encourages and supports the expression of opinions and fosters a sense of belonging. By encouraging expression of all disagreement and dealing with it, a team further clarifies its purpose and begins to define its most effective means for working together.

Stage Three: Cooperation

The norming stage of group development involves the task objective of promoting open communication and the relationship objective of increasing cohesion. The overall theme is one of cooperation. Appropriate behaviors for team members are including others in the decision-making process (task) and recognizing and respecting individual differences (relationships). The desired outcomes for teams in the third stage are involvement and support.

As collaboration becomes a team norm, a feeling of genuine support develops. Members are more able to give and receive feedback. As the giving and receiving of feedback increases within the team, members have a better understanding of where they stand and become more involved in decision making.

Stage Four: Productivity

The performing stage of group development involves the task objective of solving problems and the relationship objective of promoting interdependence. The general theme is productivity. Team members are encouraged to contribute ideas and solutions and to value the contributions and ideas of others. Desired outcomes for this stage are achievement and pride.

In team building, members work collaboratively to achieve desired goals and objectives. In successful teams, members are challenged to work to their greatest potential. A major concern at this stage is sustaining momentum and enthusiasm. Complex goals and objectives require the creation of incremental steps and subgoals. The establishment of milestones or benchmarks for success at such points and the celebration when these points are reached contribute both to motivation and team revitalization.

Stage Five: Separation

The adjourning stage of group development may occur for groups that have a specified lifetime. It also may occur when a major task is completed or when new team members are added. Some ongoing teams do not conclude at the fifth stage but recycle from stage five to stage one without adjourning.

During stage five, the task objective is recognizing and rewarding team efforts, and the relationship objective stresses encouraging and appreciating team performance. The desired outcomes of the final stage of team building are recognition and satisfaction.

For those groups that are adjourning, an evaluation of team accomplishments provides important feedback regarding job performance and working relationships. This documentation of team history can be used to plan future ventures involving other teams. This also provides a sense of closure for the group and allows individuals to either say goodbye or commit to a future of further collaboration. This stage is, in essence, a final celebration that includes both recognition and satisfaction.

Figure 4 presents an integration of group-development theory and the team-building model described here. For each of the five stages of Tuckman's model, a task and relationship behavior is noted, a general theme is identified, and both task and relationship team-building outcomes are listed.

Figure 4. Integration of Group Development Theory and a Model of Team Building

Group Development				Team Building	
Tuckman Stage	**Task Behavior**	**Relationship Behavior**	**General Theme**	**Task Outcome**	**Relationship Outcome**
Forming	Orientation	Dependency	Awareness	Commitment	Acceptance
Storming	Resistance	Hostility	Conflict	Clarification	Belonging
Norming	Communication	Cohesion	Cooperation	Involvement	Support
Performing	Problem Solving	Inter-dependence	Productivity	Achievement	Pride
Adjourning	Termination	Disengagement	Separation	Recognition	Satisfaction

Other Models of Team Building

Three team-building models have appeared in the literature. Francis and Young (1979) describe a four-stage model based on participant reactions. Sequentially, the stages are testing, in-fighting, getting organized, and mature closeness. In this model, the first three stages appear to be behaviors, and the fourth is an outcome. Francis and Young also provide an activity to rate stages of team development; it is composed of adjectives (polite, open), a noun (difficulties), specific behaviors (developing skills, giving feedback), and an emotion (feeling stuck). However, the stages do, in a general way, resemble the themes suggested in this model.

Woodcock (1979) also presents a four-stage model. The sequential stages describe team performance and are: the undeveloped team, the experimenting team, the consolidated team, and the mature team. The initial stage is described as a floundering stage full of negative characteristics and behaviors. Stage two is a set of positive behaviors focused on listening and

experimenting. Stage three includes the addition of some work methods and procedures to the behaviors listed in the second stage. In stage four are added another set of behaviors, which describe work outcomes, to those of the preceding two stages.

Woodcock and Francis (1981) propose a model consisting of five stages; it is a revision and combination of their earlier efforts. The first stage is called ritual sniffing, but the behavioral description of team members continues to be one of negative floundering. In-fighting is the second stage; it appears more positive, and the focus is on beginning to develop relationships. Experimentation is moved from stage two to stage three and continues to involve improved relationships. However, task functions are described negatively at this stage. The fourth stage is a renamed version of the third stages of the two earlier theories. It is called effectiveness; it highlights working relationships and task functions. The fifth stage resembles the fourth stages of the two earlier models and is called maturity. It includes the description of stages three and four plus a description of ideal team functioning in both the task and relationship spheres.

All three models described are presented in terms of team-member behaviors, with the final stage representing a desired outcome. The model presented by Kormanski and Mozenter (1987) identifies specific outcomes at each stage. This permits an assessment by team members of the effectiveness of the team's functioning.

The Role of Leadership in Team Building

Although team development is presented as a process in which the members are mutual followers, the context in which team building occurs requires the

facilitator or team leader to have a thorough understanding of the process of leadership (Cooke & Widdis, 1988).

Kormanski (1985) describes the relationship between group development and leadership style. Using the Situational Leadership theory of Hersey and Blanchard (1982), he matches leader behavior with follower readiness and pairs them with stages of group development. A high-task, low-relationship leadership style (S1: Telling) is used with a group in stage one (awareness), which implies a low level of readiness. Relationship behavior by the leader is increased as performance and level of readiness improve. This results in a high-task, high-relationship style (S2: Selling) as the group moves into stage two (conflict). The leader's task behavior is reduced as the readiness level increases and the group enters stage three (cooperation). The leadership style involves low-task, high-relationship behaviors (S3: Participating), with the followers assuming more task responsibilities. Relationship behavior by the leader is reduced as stage four (productivity) evolves. Readiness is at its highest level, and the appropriate leader style is a low-task, low-relationship one (S4: Delegating). Finally, when the group enters stage five (separation) and concludes a particular task or its own existence, a crisis occurs. This requires the leader to increase relationship behaviors in order to support the team members (followers) as events move toward a close. This results in a low-task, high-relationship (S3: Participating) style that matches the decreasing readiness level of the members brought on by the crisis of separation.

Burns (1978) says that outcomes ought to reflect the aspirations and expectations of both leaders and followers. He also defines two fundamentally different forms of leadership: Transactional leadership involves the exchange

of valued things as the major purpose. Transformational leadership increases awareness and acceptance of higher levels of motivation and morality.

Bennis and Nanus (1985) suggest that the difference between transacting and transforming is the difference between managing and leading. Leaders, they say, influence and inspire others through value-driven vision; persuasive, anecdotal communication; and the development of a strong, predictable self. Managers, on the other hand, lead by employing the skills necessary to get the job done. The truly successful teams are both managed and led. Although management skills enable teams to advance successfully through each stage of team development, leadership skills inspire individual team members to realize their full potential at each stage (Rogers, 1983).

Both forms of leadership are critical if outcomes of both a task and relationship nature are desired. However, team members require more transactional leadership during the early stages of group life (and low levels of follower readiness) in order to achieve the team-building outcomes of commitment, acceptance, clarification, and belonging. Increased transformational leadership is required as the team develops and matures. The team-building outcomes of involvement and support require equal amounts of transactional and transformational leadership. Finally, in the advanced stages of group development and readiness, more transformational leadership is required to bring about the team-building outcomes of achievement, pride, recognition, and satisfaction.

In order to bring about the desired outcomes of the team-development process, the team leader needs to master specific skills and teach them to the team members. Although all of these skills may be needed and used all the time, a special group of skills is needed at each stage of team development.

As has been stated, both transactional and transformational skills are required during the early stages of team development, and more transformational skills are needed during the latter stages. Team leaders will discover more opportunities to use transformational skills, and team members will find more situations in which transactional skills are required.

Transactional Skills

The skills used extensively during stage one (awareness) to bring about commitment and acceptance are getting acquainted, goal setting, and organizing. The skills that bring resolution to stage two (conflict) and develop clarification and belonging are active listening, assertiveness, and conflict management. During the third stage (cooperation), the skills used most frequently to promote involvement and support are communication, feedback, and affirmation. The fourth stage (productivity) requires the skills of problem solving, decision making, and rewarding to develop achievement and pride. Finally, during the fifth stage (separation), the skills needed to create recognition and satisfaction are evaluating and reviewing.

Transformational Skills

Selznick (1957) first suggested the importance of transformational skills as critical components of dynamic leadership, but Burns (1978) provides a thorough introduction to them.

In the awareness stage of the team-development model, the transformational skills needed to encourage commitment and acceptance are value clarification, visioning (identifying mission and purpose), and

communicating through myth and metaphor (using stories and anecdotes to describe philosophy and define culture). During the conflict stage, the skills of flexibility (developing openness and versatility), creativity, and kaleidoscopic thinking (discovering new ways of viewing old problems) will assist with the development of clarification and belonging. The cooperation stage requires the skills of playfulness and humor, entrepreneurship, and networking (building coalitions of support). At the productivity stage, the skills of multicultural awareness, mentoring, and futuring (forecasting outcomes through trend analysis) help to create achievement and pride. The last stage, separation, requires the skills of celebrating (using ceremony to acknowledge accomplishment) and closure to promote recognition and satisfaction.

The skills essential for successful team development are both simple and complex. They are used by both team leaders and team members. One set (transactional) aids in efficient management, and the other (transformational) promotes effective leadership. Figure 5 depicts the skills that are used predominantly in each stage of team development.

Figure 5. Team Building Skills

Stage of Team Development	Task and Relationship Outcome	Transactional Skills (Management)	Transformational Skills (Leadership)
1. Awareness	Commitment and acceptance	Getting acquainted, goal setting, organizing	Value clarification, visioning, communication through myth and metaphor
2. Conflict	Clarification and belonging	Active listening, assertiveness, conflict management	Flexibility, creativity, kaleidoscopic thinking
3. Cooperation	Involvement and support	Communicating, feedback, affirmation	Playfulness and humor, entrepreneuring, networking
4. Productivity	Achievement and pride	Decision making, problem solving, rewarding	Multicultural awareness, mentoring, futuring
5. Separation	Recognition and satisfaction	Evaluating, reviewing	Celebrating, bringing closure

Practical Applications of the Model

The team-building model that is related to group development is useful in the formation, growth, and conclusion of organizational teams. With the identification of both task and relationship outcomes at each stage of development, progress can be assessed, and appropriate interventions can be made. Appropriate skills for both team leaders and team members can be identified at each stage (Jones, 1974).

This model also is an excellent starting point for the design of team-building programs. In addition to teaching new groups about the team process and skills, it can be used to enhance and/or aid groups in all stages of the

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developmental sequence. Groups that have mastered the transactional skills can be encouraged to acquire the transformational skills or vice versa.

METHODOLOGY FOR TEAM BUILDING

As previously discussed, a team is a group of people within the organization that has a common goal or task, whose coordinated efforts are necessary to accomplish the task, and who ideally produce positive results for the benefit of the organization and its stakeholders (Blake & Mouton, 1968; Dyer, 1987; Francis & Young, 1979; Kinlaw, 1991). Although some characteristics of teamwork can be cultivated in large groups, an organization in its entirety cannot be classified as a team because its members are not actively interdependent. However, supervisors of departments--or even of whole enterprises--can adopt the team concept as a management style. After the team members and the leader have been trained and committed to the team approach, they will begin to realize that ad-hoc teams can be formed as the need arises and that the team approach can be applied outside the boundaries of their own teams.

Within the case organization, with this definition of a team in mind, there were 12 distinct teams. All team members were interdependent--they related directly to one another to get things done. The organization consists of two campuses and two group homes. The breakdown of teams was as follows:

- The management team is comprised of the Executive Director, Clinical Director, Quality Assurance Director, Business Manager, Community Services Director, Administrator and Program Director at the West Campus. This is the top management team that oversees strategic planning, agency policies and procedures, budgets, and quality

assurance. Team members have master's level educations and have been employed in the agency for an average of 13 years.

- The Clinical team is comprised of professional social workers, psychologists, and art therapists. This team provides assessments and clinical services to students and families served by the agency. All team members have master's degrees, and the average length of employment is 6 years. A Clinical Director with 18 years of experience serves as leader of this team.
- The Cheyennes, Evergreens, Bears, and Eagles are teams at the Main Campus. The Scouts, Timberwolves, Wolverines, and Huskies comprise the teams at the West Campus. The Voyageurs and Honors are the teams from the group homes. Each of these teams is composed of a team supervisor (B.A. or M.A. level) and 7 or 8 child care counselors. Each team provides care and treatment, on a 24 hour basis, for 10 to 12 students who have emotional or behavioral problems. Approximately 80% of the counselors have B.A. degrees. About 52% of the counselors are male, and 48% are female. The average length of employment is 2 years 3 months. The child care counselors work exclusively with their identified team. New counselors are assigned to a team following an extensive and systematic selection process conducted by the team supervisor and upper management staff.

The team supervisors are selected by top management personnel, including the Program Director, Administrator, and Executive Director. This position requires at minimum a B.A. degree, with a M.A. degree preferred. In nearly all instances, this individual has been promoted from the counselor ranks and has been employed for 3 or more years in this agency.

Support service personnel, such as housekeepers, maintenance workers, cooks, clerical and some other staff, do not meet the criteria for a team, thus they did not participate in the planned team-building intervention. These departments, however, participated in the PAVE pretest and also in the posttest. These staff members were involved in the process of organizational development. The staff in the support services departments were also involved in meetings that presented and discussed the findings from the PAVE instrument and structured interviews, and they were also involved in team development activities that dealt with strategic agency goals, values, problem solving, and empowerment. These meetings were facilitated by the Executive Director and other top management staff.

In all, of the 142 men and women employed in the agency, about 120 were directly involved in the team-building process. All agency staff were involved in the process of assessment, discussion, planning, and evaluation of the organizational development project.

Resources

Team building involves more than a commitment of intent. Resources (primarily time, money, and expertise) were required. The chief resource needed for team building was time--time for experiencing, for giving and receiving feedback, for learning, for skill development, and for thinking through all of the factors that influence the team. Team-building sessions for all 12 teams occurred off-site so that team members could work together without being interrupted. Each team had the opportunity to work together for one evening and two full days at a conference site. A master calendar of team-building sessions, beginning with the top management team, was developed

by the Executive Director in conjunction with the other managers and supervisors in the agency. The conference site and dates were then secured by the Executive Director.

Another required resource for team building was money. The principal expenses were for off-site meetings, including lodging and meals, and for the services of a facilitator. A consultant from outside the agency facilitated the team-building sessions to help ensure objectivity. The Executive Director helped co-facilitate the team-building sessions, except for the first session. This session was for the top management team, and the Executive Director's role was that of a participant, not a facilitator. The Executive Director secured Board approval for all costs associated with this organizational development project.

Another resource needed for team building was expertise. Team-building facilitators usually are trained in the behavioral sciences, and their job is to help the team to diagnose its problems and to resolve its blockages. The facilitator's skills and experience give confidence and pace the process, but they can only help the team building process along. The actual work should be done by the team members themselves. Competent facilitators value their feelings as much as their intellectual analyses. There is much wisdom in intuition. The team-building process is organic, evolutionary, and holistic. A special ingredient is needed that only the facilitator can add: his or her energy, insights, and skills.

The team-building sessions for this organization were facilitated by both an internal and external facilitator. The internal facilitator was the Executive Director of the agency. He has served as chief executive for the past 17 years. He is knowledgeable about the organization, is committed to

long-term organizational development, is personally trusted, and is skilled in human resource development. However, the Executive Director was assumed likely to be perceived by staff members as cautious or lacking objectivity because of his position in the agency.

The external facilitator also knows the organization well and is highly skilled in facilitating team-building processes. This facilitator was assumed more likely to be perceived by team members as impartial and more objective. This external facilitator helped conduct and analyze the PAVE instrument pretest and the structured interviews that augmented the PAVE. He also helped to conduct and analyze the PAVE posttest and the structured interviews of the new stratified random sample of staff members.

Role of the Facilitators

Neither an internal or external facilitator can make a team effective; teams must do that for themselves. In no instance should a facilitator do the work of the team. However, a facilitator can assist a team in many different ways. A facilitator helps the team to accomplish 10 objectives according to Francis and Young (1979). These objectives are to:

1. Establish a positive climate for team building;
2. Structure the process of team building;
3. Collect (and make sense of) valid data on how the team is functioning;
4. Set team building objectives;
5. Establish criteria so that team building can be monitored;
6. Identify blockage to effective work processes;
7. Diagnose what is going on in the team and why the blockage exist;
8. Recognize, confront, and work through team blockages;

9. Develop a shared vision of the future that will guide further team building efforts; and

10. Establish concrete action plans for continued progress.

By openly and constructively aiding the team in achieving these objectives, the facilitators serve as role models. The facilitators should take every opportunity to demonstrate constructive ways to assist the team in identifying its strengths, aid the team in identifying and confronting blockages to effectiveness, guide the team in clarifying the roles it should play, and help the team to improve. Effective facilitators are skilled in working with groups of people in a sensitive, supportive way and in dealing with work teams' problems.

Steps in the Team-Building Process

The team-building facilitators operated from the same theoretical base, which included a thorough understanding of organi[illegible]al development, change, renewal, culture, and climate. Also, both f[illegible]tors were well versed in the team-building model and stages of group [illegible]lopment that are presented in this report. The facilitators utilized a structured interview format in collecting data and took the following steps (see Appendix D):

- Contracting - met with team leader and/or team for orientation purposes.
- Data Collection - conducted and structured interviews with all team members in order to obtain information about several aspects of team functioning.
- Data Analysis - the facilitators analyzed the data collected and prepared flip charts and packets summarizing the information.
- Implementation - the facilitators spent one evening and two full days with the team at an off-site location. The data was presented to the team for analysis, discussion, problem solving, and goal setting. Feedback for each team member also occurred.

- Closing - action steps for future team development were set, and follow-up planning occurred. The session closed with a final critique of the process by all team members.

Following every team-building session, each team member was asked to complete a survey in regard to their level of satisfaction with the team-building experience. This survey (Appendix C) was given a week or two after the actual session. The results of the survey were reviewed by the facilitators, and revisions or changes in the process were made in subsequent team-building sessions.

Strategic Planning

Following the completion of all 12 team-building sessions, the PAVE instrument was again administered. Also, a stratified random sample of 40 employees and board members were selected by computer. A structured interview with each of these individuals was conducted by the external consultant. This consultant also analyzed the results of the interviews.

An Executive Summary of the PAVE instrument results (pre and post), the key points from the structured interviews, and the feedback from the team-building surveys was prepared by the Executive Director.

An off-site retreat was held with agency management staff, team supervisors, department heads, and clinical staff. The purpose of this retreat was to review and discuss the results of this organizational development project. The data was processed, and action steps for future development were set. A separate meeting with the agency's Board of Directors was held to review, discuss, and set organizational goals based on the findings of this OD project.

Conclusion

Teamwork is the quintessential contradiction of a society grounded in individual achievement. Without teamwork, we cannot fully experience productive community (Weisbord, 1987). Team building is a versatile tool for improving the skills required by a productive community. Contrary to popular wisdom, team building does not simply mean well-run meetings in which people "stick to the agenda." Instead, team building strives for effective meetings with agenda addressing both tasks and processes. The most powerful team building occurs when people rethink together on organization's future potential, its central tasks, and the design of jobs, policies, and systems so that pursuing the future and tasks will be more enjoyable for each team and organization member.

The end result is a positive and healthy organizational culture and climate that ensures quality, productivity and commitment to the mission, goals, and values of the organization.

Report of Action Taken

This organizational development project covered a time span of 19 months. The project began in September 1992 and concluded in March 1994. A step-by-step summary of the action taken for this project is as follows:

1. In September 1992, all employees in the agency were sent a memo from the Executive Director stating a strategic goal was to embark on an organizational development project. He explained that the purpose of the project was to conduct an organizational diagnosis, select and implement an appropriate intervention strategy, evaluate results, and develop future plans. The desired end result was increased team

and organizational effectiveness and staff satisfaction. Meetings were held in each team and department to discuss the project and to secure the involvement and cooperation of all 142 staff.

2. All staff members in the organization were administered the PAVE instrument, and the results were analyzed by computer. The results of this instrument provided a comprehensive picture of key dimensions of the organizational culture as perceived by its members. In addition, a stratified random sample of 37 employees and board members was selected by computer. An external consultant conducted an in-depth, structured interview with each individual. These interviews were used to augment the PAVE data.
3. In February 1993, a retreat was held at an off-site location. All agency management staff, team supervisors, department heads, clinical staff, and selected board members attended this retreat. The data from the PAVE instrument and the analysis of the structured interviews was presented and discussed. The 34 participants of the retreat broke into small groups to further analyze the information and to develop recommendations for improving effectiveness. From this retreat the organizational development intervention, referred to as team building, was selected as the strategy of choice by the participants.
4. A review of the literature was conducted by this writer in order to generate a theoretical basis, ideas, and strategies for conducting the team-building intervention. A team-building model was developed along with data collection and evaluation instruments.

5. A schedule of team-building sessions, at an off-site location, was scheduled for the 12 identified teams in the organization. Each team-building session lasted three days. One entire day was spent personally interviewing each staff member on the particular team in order to collect data. The interviewing was conducted by an external consultant to ensure objectivity. Two entire days and one evening were spent in the actual team-building session. The team-building sessions were facilitated by an external consultant and this writer.
6. The first of the 12 team-building sessions began in September 1993. The last of the 12 sessions was completed in December 1993. A written report was compiled by the facilitators at the conclusion of each of the team-building sessions. The report included a synopsis of the data gathered and the action steps for improvement that were set by the team members during the team-building session. Follow-through meetings were also set. Each team member who participated in team building completed a survey in regard to his or her level of satisfaction with the team-building session. This survey was given a week or two after the actual session. The results were tabulated by the facilitators and were used as feedback to determine whether the team-building sessions were meeting the stated objectives. Changes or revisions to the process were made when indicated.
7. The PAVE instrument was again administered to all agency staff in January 1994. Also, a new stratified random sample of 40 employees and members of the agency's Board of Directors was selected by computer. The personal and in-depth structured interviews were conducted by the same external consultant who conducted the first

interviews in October of 1992. Again, the interviews were used to augment the PAVE instrument. The interview results were compiled by the external consultant and compared to the results of the interviews completed the year before.

8. The results of the PAVE instrument were collated and analyzed by computer. The posttest results were then compared to the results from the pretest. Through (pretest and posttest) computer analysis, the mean scores on the various dimensions and the total scores indicating level of performance were analyzed by team, department, campus, and the overall organization. Mean scores, percentiles, standard deviations, and t-test results (alpha 0.05) were determined.
9. An Executive Summary of the PAVE results (pre and post), the highlights from the structured interviews (pre and post), and the feedback from the team-building surveys was prepared by this writer and the external consultant.
10. An off-site retreat was held for all management staff, team supervisors, department heads, and clinical staff in February 1994. The purpose of the retreat was to review and discuss the results of the OD project. Focus groups were established to process the information and to set goals and action steps for future development.
11. A special meeting of the agency's Board of Directors was also held to review and discuss the results of the OD project and to formulate goals and objectives for the future. This meeting also occurred in February 1994.

12. The Final Report of the Organization Development Project, including analysis, results, discussion, and recommendations, was prepared by the Executive Director. The results of the OD project and the agency's vision statement, which included future plans and goals, was presented to all agency staff and board members at a special meeting in March 1994.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

This agency's experience of unprecedented growth and change within the past five years has stressed the organizational structure, leadership, and morale of staff. During this planned growth period, the agency more than doubled in staff size, student population, and operating budgets. Five new agency sites were acquired, and four new programs serving children and families were created in this time span.

The organization experienced difficulty in adapting effectively to the growth and expansion and the demands placed on it by changes in the operating environment. During this growth period the turnover rate of staff increased significantly, as compared to the time period preceding the growth phase.

The goal of this practicum was to conduct a thorough diagnosis of the culture of the organization and to create and implement an organizational development plan that would improve team and agency effectiveness and increase the level of staff satisfaction. The PAVE instrument was used to conduct the organizational diagnosis. Also, in-depth structured interviews with a stratified random sample of staff and board members was used to augment the findings of the PAVE instrument. The OD intervention strategy, referred to as team building, was used to improve team and organizational effectiveness. The PAVE instrument and a new set of structured interviews were administered after the team building sessions were concluded. This served as a posttest to measure outcomes of the team-building intervention.

Outcome Results

The first outcome projected for this practicum was that a trend indicating a decrease in the rate of turnover of child care counselors would be noted, or stated conversely, that there would be an increase in the average length of employment of counseling staff. It was expected that the average length of employment for counselors would increase at a rate of 5% to 9% the first year following implementation of the team-building intervention. The turnover rate was expected to decrease by this same percentage.

This outcome was measured by analyzing the personnel records in the agency and determining the rate of turnover and average length of stay for counselors at selected intervals. The year 1987 was specified as the baseline since the major expansions of the agency began in 1988.

The turnover rate was determined by taking the total separations divided by the average number of full-time counseling staff and multiplying by one hundred. Table 1 indicates the turnover rate for counselors from the year 1987 through 1993. The OD-team building intervention was completed in 1993. Thus, the turnover rate for 1993, as determined in December of that year, would reflect the outcome of organizational development efforts.

Table 1

Turnover Rates of Child Care Counselors (1987 through 1993)

Year	Turnover Rate Percent
1987	14%
1988	29%
1989	28%
1990	31%
1991	29%
1992	28%
1993	16%

A decrease of 5% to 9% in the turnover rate was projected, following the team-building strategy, as compared to the average turnover rate of 29% for the previous five years. The turnover rate at the end of 1993 was 16%. This represented an actual decrease of 13% and a turnover rate nearly comparable to the 14% experienced in 1987 and the preceding years.

The average length of employment for counselors in 1987 was 3 years and 4 months. From 1988 to 1992 the average tenure was 2 years and 3 months. The average length of employment of counselors at the end of 1993, following the team-building intervention was 3 years 1 month. This represents a 33% increase in length of employment of counseling staff. Thus, the turnover rate and length of tenure showed dramatic improvement. Tracking this data for subsequent years will be important in order to determine trend lines.

The second expected outcome was that there would be an improvement in team and organizational effectiveness as a result of the successful implementation of the OD plan. This improvement would be demonstrated by an

increase of 5% to 10% on the total scores of the PAVE instrument posttest, at the completion of the team-building intervention, for each of the 12 teams in the agency. The six indicators that comprise the total score are productivity, team effectiveness, alignment, empowerment, commitment, and inspiration.

Table 2 presents the PAVE total scores (pre and post) for each of the 12 teams in the organization. The t-test scores are also noted. The total score provides the overall level of performance (all six indicators combined) for each of the teams.

Table 2

PAVE Pre- and Posttest Total Scores by Team

Team	Pretest Score	Posttest Score	% Change	T-test
Management	235.72	240.28	1.93	*ns
Bears	194.52	200.52	3.08	ns
Cheyennes	188.56	212.77	12.84	p<.05
Eagles	188.44	214.66	13.91	p<.05
Evergreens	189.13	189.86	.39	ns
Voyaguers	214.18	206.78	-3.46	ns
Therapists	204.75	228.33	11.52	ns
Huskies	190.14	202.67	6.59	ns
Scouts	171.65	203.22	18.39	p<.05
Timberwolves	195.99	216.01	10.21	p<.05
Wolverines	170.28	205.87	20.90	ns
Honors	200.50	214.50	6.98	ns

*ns means t-test was not significant at 0.05 alpha

The scores on the posttest indicate that 8 of the 12 teams met or exceeded the outcome expected. That is, the total team scores were at least 5% to 10% higher than the pretest scores on the PAVE instrument.

All but one team showed improvement following the team-building intervention. Four of the teams posted a t-test score that was significant at the 0.05 level of confidence.

Another expectation was that there would be a 5% to 10% increase in the total score on the PAVE (all six indicators combined) for the entire agency. This total score provides a measure of the overall level of performances for the organization. Table 3 presents the pre- and posttest PAVE scores by campus and for all sites combined.

Table 3

PAVE Pre- and Posttest Total Scores by Campus and for Agency

Campus/Agency	Pretest Score	Posttest Score	% Change	T-test
Main Campus	201.78	213.92	6.02	p<.05
West Campus	188.20	210.02	11.59	*ns
Entire Agency	194.93	211.52	8.51	ns

*ns means t-test was not significant at the 0.05 alpha

The findings indicate that the total scores on the PAVE posttest met or exceeded the expected outcome (5% to 10% increase) for both of the major campuses and for the entire organization. The t-test for the Main Campus was significant at the 0.05 level of confidence.

Table 4 provides the score range of the PAVE used to determine the overall level of performance for the team or entire organization. The total

score from the PAVE instrument, when compared to the score range, offers respondents a benchmark against other "excellent" companies. The PAVE instrument was developed as a result of an extensive research project that investigated the qualities of excellent companies and their leaders.

Table 4

Total PAVE Scores Interpretation Guide

Score Range	Level of Performance
213-252	Peak
183-212	High
166-182	Moderate
144-165	Low
Below 143	Poor

Of the 12 teams in the agency, the total scores for five teams were in the 213-252 range, which represented a peak level of performance. The remaining seven teams all scored in the 183-212 range, which represented a high level of performance.

The total score for the Main Campus was in the peak level of performance. The total score for the West Campus was in the high level of performance, as was the score for the entire organization. Please see Appendix E for a detailed computer analysis of the PAVE instrument for all teams, departments, campuses, and the entire organization.

The third and final outcome expected was that there would be higher staff morale and satisfaction, a renewed commitment to excellence, and more cohesive teams as a result of organizational development efforts.

While the PAVE instrument measures these dimensions, in-depth structured interviews were conducted with a stratified random sample of employees and board members to augment the PAVE. In October of 1992, an external consultant interviewed 37 staff and board members. The consultant interviewed a new stratified random sample of 40 employees and board members following the completion of the team building OD intervention. These interviews were conducted in January 1994.

The external consultant prepared a comprehensive summary report of the results of the pre and post structured interviews. The report included the consultant's determination of the agency's strengths, weaknesses, and recommended areas for improvement.

The major strengths that emerged from the first round of assessment interviews was that the agency was clearly viewed as being child-centered, having strong leadership at the top level, being financially sound, having a long history of providing effective services to troubled children and families, enjoying a positive image in the community, having a competent staff, and as being a good place in which to work.

The issues that were identified as major concerns in the first round of interviews related to not enough involvement of staff in planning, not enough emphasis on collaboration between teams, and concerns about not enough recognition and rewards for hard work and effort. Some board members viewed their roles as too limiting and wished for more involvement in agency planning and decision making.

Organizational development team-building sessions were initiated after a series of meetings were held with agency staff to share the results of the organizational assessment data from PAVE and the interviews.

Following the team-building intervention a second round of structured interviews was conducted by the external consultant. The strengths determined in the first round of interviews were reaffirmed. A new emphasis that emerged from the interviews was that the agency should again expand its services to children and families and consider developing additional program sites.

Planning was noted as an area of positive change by the consultant. In this second round of interviews the respondents indicated that plans were developed through a great deal of discussion, input, and circulation. General agreement existed among the staff members interviewed that they had opportunity to express their views, that concerns were listened to, and that their opinions were solicited. Board members also noted improvement in their role regarding planning; however, some Board members still maintained that their views and expertise were not solicited enough by the Executive Director. Another area where positive change was noted was in collaboration between teams in the agency. Staff mentioned the creation of task forces, focus groups, and joint team meetings designed to improve communication and cooperation between teams. Staff also stated that a great deal of progress was made in the agency's recognition and feedback efforts. Recognition to staff through written commendations, articles in the agency newsletter, award banquets, salary increases, and promotions were noted.

Concerns noted in this second round of interviews were related to the need for improved systems of program accountability, for improved supervision between team supervisors and staff, and for the need to develop new leaders for the future.

In general, the consultant noted considerable improvement in the level of staff satisfaction and morale when the data from the second round of

interviews was compared to the first round. A high level of commitment to the values, mission, vision, and goals of the agency was apparent. Staff enjoyed their jobs and considered their work important in achieving the mission and vision of the organization.

Team Building Survey Results

Following the implementation of the team-building intervention, each team member, on each of the 12 teams, was administered a survey (see Appendix C). The purpose of the survey was to obtain feedback about the participant's level of satisfaction in regard to his or her team-building experience and whether the individual believed the goals of the session were achieved. The results of the surveys were aggregated for each of the 12 teams.

The survey questions addressed the following:

- Overall satisfaction with the building experience
- Increasing team cohesiveness and performance
- Helping team improve communication and feedback skills
- Helping team set direction and steps for improving effectiveness
- Increasing the level of team commitment, pride, and optimism
- Satisfaction with time invested in the process

The respondents indicated their responses, for each question, on a scale ranging from a score of one (very dissatisfied) to a score of five (very satisfied). A score of three (neutral) was the point of demarcation. Responses of three or more were regarded as satisfied. Responses lower than three were regarded as dissatisfied.

A total of 84 employees participated in the team-building experience. Eighty surveys were returned, for a response rate of 95%. Table 5 presents the mean scores, for each of the major dimensions surveyed, by team.

Table 5

Team Building Survey Results by Team (Mean Scores)

Team	Overall Satisfaction	Per-formance	Communi-cation	Direction	Com-mitment	% of Responses
Management	4.3	4.1	4.2	4.2	4.3	100%
Bears	4.1	4.1	4.0	3.7	4.3	100%
Cheyennes	4.3	4.0	4.0	3.8	4.2	100%
Eagles	4.3	4.1	4.1	3.9	4.3	100%
Evergreens	4.2	4.0	4.0	4.3	4.1	100%
Voyageurs	4.0	4.2	4.2	4.3	4.3	89%
Therapists	3.8	3.8	4.2	3.7	3.6	100%
Huskies	4.4	4.4	4.5	4.3	4.2	86%
Scouts	4.5	4.0	4.0	4.3	4.1	100%
Timberwolves	4.7	4.1	3.9	4.5	4.8	86%
Wolverines	3.8	3.6	3.9	3.9	3.8	86%
Honors	4.5	4.0	3.9	4.3	4.2	100%

The mean scores for each team, for each of the dimensions surveyed, clearly indicate a high level of satisfaction. It was expected that the mean score, for each team, would demonstrate that at least 80% of the respondents were satisfied overall, and with each dimension surveyed.

The mean scores from the 12 teams surveyed indicate a 100% level of satisfaction with the team-building experience, and with the process meeting the stated objectives.

The respondents were also asked how they felt about the amount of time invested in the team-building process, which occurred over a three-day time span. Of the 80 respondents, 78 responded "just enough" time, and 2

respondents indicated "too long." There were no responses indicating "not enough time." The results affirm the team-building process used in this organizational development project. The amount of time for the team-building session was "just enough" to create the culture necessary to bring about a feeling of camaraderie and a climate for change.

In addition, the respondents were asked to list any comments, suggestions, or recommendations that they had in regard to the team-building experience. Some of the responses were:

- positive impact
- lots of ideas for improvement
- well planned
- top notch job
- helped me personally
- can be overwhelming
- liked feedback process
- pleased with outcome
- beneficial and positive experience
- our team is more open now
- everyone feels valued and important
- increase in candor and feedback is evident
- lacked enough positive feedback
- feel closer to team members
- hope this process continues
- would like team building every 6 months
- fantastic experience
- need to do follow-up to finalize things

- great opportunity for personal and team growth

In general, the comments were positive and favorable. Several responses recommended that team-building sessions occur every six months or at least annually. Team building has proven to be an effective and highly regarded organizational development experience for this agency.

Discussion

This organizational development project took a great deal of time, staff involvement, and money to implement. Was it worth it? Is the organization any better off than before? Does the staff have a higher level of morale? These questions deserve an honest response. The opinion of this writer and other agency leaders was that the project was worthwhile and successfully met the stated objectives. The results from the PAVE instrument indicated that the agency's overall level of performance, or excellence, was higher after the team-building intervention. Structured interviews with staff and board members also demonstrated improved levels of team and organizational effectiveness and staff satisfaction.

While there was a significant decrease in the turnover rate of counseling staff, it would be difficult to attribute the decline totally to the team-building intervention. More than likely, the decline could be attributed to a number of factors. However, many of the factors relate to the emphasis placed on organizational development by agency leaders. Supervisors and department heads were cognizant and committed to improving the culture in the organization. They supported team-building sessions. In addition, they also increased their level of orientation, supervision, coaching, and recognition of staff in their teams. Collectively, these factors resulted in higher morale and decreased turnover of staff.

Organizational development represents a systems-oriented approach to preparing for and managing change. Organization development efforts, such as team building, are generally directed to improving organizational effectiveness and improving the satisfaction of the organization's constituents (Robbins, 1988).

A number of research studies have indicated that organizational development efforts have helped organizations to become more productive and adaptive systems. These organizations are characterized by openness, increased diversity, higher staff morale, shared values and goals, and participative decision making (Beer, 1980; Bennis, 1969; Dyer, 1987; French, Bell, & Zawacki, 1989; Pfeiffer, 1991; Senge, 1990). The results of this organizational development project concur with the findings of these studies.

In the process of analyzing the results of the PAVE instrument and the structured interviews, the leaders in the agency realized that strategic goals and action steps could be developed and executed only within the cultural context of the organization. Without understanding organizational culture in general and the culture of this organization in particular, converting the vision into reality becomes virtually impossible. Shaping the culture of this organization was an objective of OD efforts. Thus, understanding the culture became a management imperative.

Organizational Culture

An organization's culture provides the social context in and through which an organization performs its work. Culture is the pattern of assumptions and beliefs deeply held in common by members of an organization (Schein, 1985). One important assumption would be how the organization

relates to its environment: submitting, dominating, harmonizing, or finding a safe niche. Another is how the organization handles facts and discovers truths: through revelation from the top of the organization, through management consensus, or through broad participation. Still another is the nature of human nature: Are people seen as naturally good, bad, or neutral? How should they be treated? What's the "right" way to treat people? These are some examples of assumptions explored. They provide the foundation for the organization's activity.

These assumptions or beliefs, in turn, give rise to values--end states of being--that are cherished by leaders and members of the organization. All teams and departments in this organization regularly review the agency's values statement, which is codified and hangs prominently in all offices and public areas. The agency values are discussed in order to ensure that they are understood and enforced.

These values, in turn, give rise to behavioral norms ("the way we do things around here") that are evidenced in overt behaviors and artifacts. Observers can see the behavioral norms (friendliness, documents, technology, quality of work, dress, physical environment, etc.) with an occasional glimpse of the values, but observers can only infer the assumptions and beliefs. This is one of the reasons why it is frequently difficult to understand the culture of an organization.

A Typology of Cultures

To better understand the culture of this organization and the role of culture as it relates to ongoing organizational development and renewal, the top management team in the agency, along with 18 other supervisors and

clinical staff, completed an instrument that helped to categorize the organizational culture. The instrument was called Diagnosing Organizational Culture (Harrison & Stokes, 1992). The authors suggest that organizations can be regarded as having one of four following orientations: (a) power, (b) role, (c) achievement, and (d) support. The power orientation places most of the decision--making processes at the top of the organization. Individuals are expected to yield to leadership, to be loyal followers, and to understand that their leaders will be protective, generous, and indulgent in response to their followership. The role orientation is impersonal and requires individuals to do what is required by the formal system. There is much concern about rules and regulations and making certain that things are done "right." The achievement orientation is eqalitarian, and all people are seen as being able to influence those decisions that concern getting the job done. Individuals are able to use their authority to obtain the resources needed to complete the task. The support orientation is represented by those organizations that have as their goal the development of individuals. As such, the focus of the organization is to help individuals reach their own potential and to maximize their own learning.

In all, there were 25 key agency leaders who participated in the organizational culture diagnosis. These key leaders represented all agency personnel (150) through direct supervisory relationships. The organizational diagnosis indicated the culture of the agency is that of the achievement orientation. In fact, the combined scores of the participants indicated that the agency is in the top 90th percentile in this cultural orientation, as compared to normed data from over 300 other organizations. The support orientation is the next preferred and documented culture existing in the

agency. Thus, the achievement orientation, followed by the support orientation, is very powerful in this organization. These cultural orientations are desired and supported by the agency's leaders.

Organization-Team Relationships

The norms of an organization can be unwritten and nearly unspoken but still can pervade every aspect of the organization's functioning. Both culture and norms have profound impacts on the manner and extent to which issues will be resolved and relationships will be maintained.

The organization of a team is a function of its tasks. Teams with a higher degree of uncertainty in their tasks require a more decentralized structure. The relationship between a team and the organization can be as important as the internal dynamics of the team itself. The following factors in organization-team relations, judiciously applied, can enhance a team's effectiveness:

- Goal clarity: A well articulated and defined organizational mission.
- Leadership: Strong leadership is required while roles and tasks are defined. As people gain confidence, leadership should become more self-directed.
- Assessment: Sufficient feedback should be given in time to allow for corrections.
- Rewards: Bonuses, promotions, recognition, and praise can improve team members' self-esteem and motivation.
- Boundaries: The team is defined as a distinct unit with a specific area of influence.

These factors apply to most teams that operate within an organizational setting. Effective team-building consultants take into consideration the structural forces within the team as well as those that are imposed externally. These external forces also include varying levels of authority

and status, the team's relationship to the parent organization, and the boundaries of duration and identification. Participation within the team may be only one of many competing responsibilities. In highly developed teams, loyalties can shift from the organization to the team when internal forces dominate external ones (Snow, 1992).

Team building in this agency has proven to be effective. The success of this OD intervention can be credited, to a large degree, to the positive relationship between the teams and the organization. The agency leaders support and expect high performing teams. Resources are provided to help develop teams. The organizational culture recognizes teams and teamwork as the agency's most flexible and powerful tools.

Creating a Proud Community

Community is the new metaphor for organizations. Creating a community requires promoting shared values and developing an appreciation for the value of working cooperatively and caring about one another. In an organizational sense, unless members know what they have in common, there can be no compelling purpose that justifies people's commitment to the community of the organization. Indeed, for a strong community and for strong and vibrant organizations, members must be willing to make other people's problems their own and to solve them together. Leaders recognize that the metaphor of community goes a lot further in unifying people than does the standard hierarchy. They energize people to take actions that support higher organizational purposes rather than self-interest. Leaders show how everyone's interests will best be served by coming to consensus on a collective set of shared values and common purpose. They structure

cooperative goals and point out how collaboration will allow the team to make the most of its resources. They indicate that individuals will be rewarded to the extent that the team succeeds and the group as a whole will be responsible for failure. Leaders establish strong expectations that employees will develop work relationships in which they trust one another and deal openly with problems and conflicts (Kouzes & Posner, 1993).

Recent studies document the central role played by community in the relationship between leaders and their constituents (Senge, 1990). For example, leaders who establish cooperative relationships inspire commitment and are considered competent. Their credibility is enhanced by building community through common purpose and by championing shared values. This practicum has worked toward creating a state of organizational renewals and a community of mutual goals and shared values. The organization is well on its way to achieving this sense of community.

Conclusion

Organizational development interventions, such as team building, help to improve or alter the way the organization operates. By facilitating the integration of individual and organizational objectives, the effectiveness of the entire organization is improved and the level of satisfaction of its members is increased. It is possible to shape the culture of an organization so that it is both productive and supportive. Team building has proven to be a very effective and highly regarded intervention strategy for shaping the culture of this organization and creating a state of renewal.

Recommendations

This practicum was designed to provide a comprehensive diagnosis of this organization's strengths and weaknesses and to create and implement a plan that would improve team and organizational effectiveness and the satisfaction of its employees. The intervention strategy used was team building. The results were positive, and the process of organizational renewal was initiated and advanced. The following recommendations have been derived from the organizational development project.

1. Board development sessions should be regularly scheduled in order to define and clarify board member and Executive Director roles and responsibilities. Board development efforts should help to improve the level of communication and collaboration between the board and management staff in the agency.
2. Create a vision statement for the agency that is clear, positive, and encompassing. The vision should articulate a results-oriented image of a possible future. The vision should be inspiring and should elucidate the mission, values, guiding principles, and major goals established to achieve the vision.
3. Create a "learning organization" that is constantly learning and adapting to change that is ever present. To this end, create a computer network system throughout the organization that will produce an informed work force that bases decisions on the most up-to-date knowledge that exists.
4. Develop strategic goals and action steps that will provide a blueprint that the agency can follow as it broadens its continuum of care and becomes a more complete children and family service agency.

5. Improve the agency's evaluation systems to ensure that programs and services are outcome oriented and accountable. There is considerable emphasis being placed on social service agencies to demonstrate programs that "work," and this elicits a careful and determined response from providers. Evaluation (internal and outcome) sets standards for effective practice and helps measure success.
6. Achieve reaccreditation by the Council on Accreditation of Services for Children and Families. Accreditation status provides assurance that the agency meets the highest standards of excellence in the industry.
7. Acknowledge staff in the organization as the most important resource. Assess the current in-service training curriculum for counselors and therapists, and improve it through revisions, updating, and creation of new courses and training opportunities.
8. Recognize the need for leaders, at all levels in the organization, to seek and accept the challenging opportunities that the agency presents. A series of Leadership Development seminars should be offered to help produce and develop new and existing leaders in the organization.
9. Continue organizational development efforts that emphasize team building. Develop a cadre of staff who are trained as team-building facilitators. These selected staff should be trained to understand the role of a facilitator and should be knowledgeable about the theoretical basis, models, and techniques of the team-building process.

10. Continue to emphasize the recruitment, selection, orientation, and retention of competent and caring staff at all levels in the organization. Improve and enhance the agency's recognition and reward systems for children and staff.
11. Continue affirmative action policies that emphasize the selection of culturally diverse staff.
12. Continue to develop a culturally relevant system, in the organization, that recognizes the many faces, languages, and experiences of multicultural diversity and sets a standard for openness and respect for people of all backgrounds.

Dissemination

This organizational development report has been distributed to the agency's Board of Directors and to members of the top management team. An Executive Summary of the report has been provided to the agency's major stakeholders. These stakeholders are the Council on Accreditation of Services to Children and Families; the state licensing division consultant; representatives from the county social service department; and selected individuals and agencies in the community.

This practicum report will be used as a model for ongoing organizational development activities that serve to shape a productive and supportive culture and climate in this agency.

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APPENDIX A

PAVE: INDICATORS OF EXCELLENT ORGANIZATIONS

PAVE:
INDICATORS OF EXCELLENT ORGANIZATIONS

Reference:

Stoner-Zemel, J. (1989). PAVE: Indicators of excellent organizations. King of Prussia, PA: Organization Design and Development.

This instrument can be obtained from:

Organizational Design and Development
2002 Renaissance Blvd.
Suite 100
King of Prussia, PA 19406-2146

Phone: 215-279-2002

APPENDIX B

ORGANIZATIONAL ASSESSMENT
STRUCTURED INTERVIEW

ORGANIZATIONAL ASSESSMENT

STRUCTURED INTERVIEW QUESTIONS

1. In one or two sentences please describe this organization's mission. How would you like to see it different?

2. Describe the explicit values that provide direction and drive for this agency. What ought they be?

3. Describe the planning process in this organization. Who initiates plans? Whose views are most important? Elaborate on your role in the planning process.

4. Summarize this agency's effectiveness. What are the organization's greatest accomplishments?

5. What important values guide your life? Comment on how your personal values "fit" with the agency's values. Where isn't there a "fit"?

6. Describe how hard work and effort is viewed here. Elaborate on the importance of finishing the job and achieving quality results.

7. Outline the most important qualities you value in a manager or leader. Describe this agency's leadership. What changes would you make?

8. Describe how employees here relate to one another. Outline the strengths and weaknesses of team work in this agency.

9. What are this agency's main goals and priorities? Describe why you support or don't support some or all of these. What goals and priorities would you add?

10. Describe how important trust is in this organization. Outline how trust could be improved.

11. Describe ways in which you influence what goes on here. With whom do you primarily share your point of view. What do you do when you feel you are not heard on an issue?

12. Describe how supervisors help you in getting your work done. Specify how you get your work done when a supervisor isn't available. What ought the role of supervisor be?

APPENDIX C

TEAM-BUILDING SURVEY, RATING, AND RESULT FORMS

SHAPING THE CULTURE:
ORGANIZATIONAL DEVELOPMENT THROUGH
TEAM BUILDING

Team Name: _____

Your team recently participated in a team-building session. Your perceptions and comments are desired to help us determine whether this experience is meeting our stated objectives--building more cohesive and effective teams. Your responses are confidential. The results will be tabulated on an aggregate basis only.

Please indicate your responses to the following questions by checking or circling the corresponding scales.

1. Overall, how do you rate your satisfaction with the team-building session that you participated in with your team?

Very Dissatisfied — Very Satisfied

2. How well do you feel the team-building experience met the objectives of the session in regard to:

a. Increasing team cohesiveness and performance

Very Dissatisfied — Very Satisfied

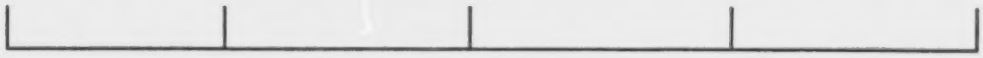
b. Helping the team improve communication and feedback skills

Very Dissatisfied — Very Satisfied

c. Helping the team set a direction and steps for improving effectiveness

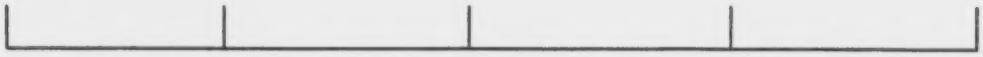
Very Dissatisfied — Very Satisfied

d. Increasing the level of commitment, pride, and optimism on the team



Very Dissatisfied — Very Satisfied

3. How do you feel about the amount of time you invested in the team-building process?



Not Enough Time — Just Enough Time — Too Much Time

4. Please list any comments, suggestions, or recommendations you have in regard to your team-building experience.

TEAM-BUILDING SURVEY RATINGS
BY TEAM

Name of Team: _____

Date of Team-Building Session: _____

Date of Survey: _____

Number of Team Members: _____

Number of Respondents: _____

Survey Questions	Dissatisfied	Neutral	Satisfied	# of Respondents
Overall satisfaction with team building				
Increasing team cohesiveness and performance				
Helping team improve communication and feedback skills				
Helping team set direction and steps for improving effectiveness				
Increasing the level of team commitment, pride, and optimism				
	Too Much Time	Not Enough Time	Just Enough Time	
Amount of time invested in the process				
Total # of Responses				

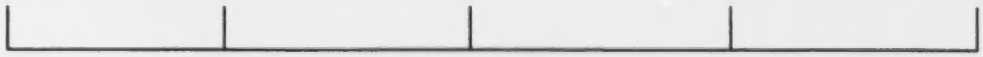
SHAPING THE CULTURE:
ORGANIZATIONAL DEVELOPMENT THROUGH
TEAM BUILDING

RESULTS

The following are the survey results of the _____ team in response to the team member ratings of their team-building experience. There were _____ surveys distributed, and _____ surveys were completed and returned.

The results are as follows:

1. Overall satisfaction of this team with the team-building experience.



Very Dissatisfied — Very Satisfied

Of the _____ respondents, the average rating indicated the team as a whole was _____ with the experience. There were _____ who were very dissatisfied, _____ who were neutral, and _____ who were very satisfied.

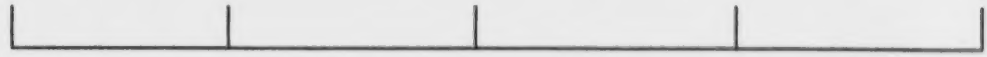
2. How well do you feel the team-building experience met the objectives of the session in regard to:

   a. Increasing team cohesiveness and performance.

Very Dissatisfied — Very Satisfied

Of the _____ respondents, the average rating indicated the team was _____ with this objective. There were _____ respondents who stated they were very dissatisfied, _____ who were neutral, and _____ who were very satisfied.

b. Helping the team improve communication and feedback skills.



Very Dissatisfied — Very Satisfied

Of the _____ respondents, the average rating indicated the team was _____ with this objective.

There were _____ respondents who were very dissatisfied, _____ who were neutral, and _____ who were very satisfied.

c. Helping the team set a direction and steps for improving effectiveness.

Very Dissatisfied — Very Satisfied

Of the _____ respondents, the average rating indicated the team was _____ with this objective.

There were _____ respondents who were very dissatisfied, _____ who were neutral, and _____ who were very satisfied.

d. Increasing the level of commitment, pride, and optimism on the team.

Very Dissatisfied — Very Satisfied

Of the _____ respondents, the average rating indicated the team was _____ with this objective.

There were _____ respondents who were very dissatisfied, _____ who were neutral, and _____ who were very satisfied.

3. How do you feel about the amount of time you invested in the team-building process?

Not Enough Time	Just Enough Time	Too Much Time

Of the _____ respondents, the average rating indicated the team felt _____ was invested in this process. There were _____ respondents who felt not enough time was invested, _____ who felt just enough time was invested, and _____ who felt too much time was invested in the process.

4. Some of the comments, suggestions, or recommendations listed by team members in regard to their team-building experience are as follows:

_____

_____

_____

_____

_____

_____

APPENDIX D

TEAM-BUILDING PROCESS OVERVIEW AND INTERVIEW QUESTIONS

TEAM-BUILDING PROCESS OVERVIEW

1. CONTRACTING - 2 to 4 Hours

   * Meet with supervisor. Discuss expectations, special concerns, confidentiality, location, scheduling, and other details.
   * Meet with team to clarify expectations, resolve specific concerns, and present goals of team-building session.

2. DATA COLLECTION - 1 day

   * Usually one day of one-on-one interviews based on structured interview format.
   * Anonymity guaranteed (not confidentiality).
   * Location and schedule confirmed with each member.
   * Opportunity to discuss concerns and ask questions about team building.
   * Collect data from other relevant stakeholders (key staff outside the team).

3. DATA ANALYSIS - 1 day

   * Prepare data on flip charts under various themes/topics.
   * Develop summary of main themes.
   * Develop agenda for team-building session.
   * Prepare Team Building Packet for each team member.
   * Meet with supervisor to provide general themes and concerns and to assure commitment to process.

4. IMPLEMENTATION - 2 days

   * General Opening Critique
     - Concerns
     - Expectations
     - "Outside Stuff" that might interfere with focus.
   * Feedback to team Re: Data.
   * Discussion/contracting/commitment with/of team members regarding the team building as well as behavior change afterwards.
   * Re-confirm agenda.
   * Present information regarding feedback, critique process, values, and goal-setting process.
   * Individual feedback Sessions (usually takes one full day).

Note: Frequent critiques take place over the two days. Every member is informed that they have the right and responsibility to ask for a critique when they observe process off track or when they have any concerns about the process.

5. CLOSING

* Action steps are set regarding specific concerns and developmental needs of each team.
* Agreement for each individual to prepare personal action plan. Team meets within one/two weeks to share written individual plans. Emphasis is on challenging and critiquing each other.
* In some cases one day follow-up meetings to re-assess the team's and individual's progress and current concerns are scheduled.
* Review of team-building expectations and main themes and concerns to ensure that everyone's expectations were met.
* Final critique addressing:
  - How team members feel about team building.
  - Were expectations met?
  - Any lingering concerns?
* Follow-up planning

TEAM-BUILDING INTERVIEW QUESTIONS

These questions were asked of each team member:

1. Describe your teams strategic vision.
2. Describe your team's strengths.
3. Describe your team's leadership. What concerns do you have about your immediate supervisor?
4. Describe your team's values.
5. Describe the main functions of your job. Is your job clearly defined? Is the organizational structure working okay? What "bugs" you the most about your team and working here?
6. Describe the communication process in your team. Is your point of view listened to? Do you receive information you need to do your job?
7. Are goals set on your team? By whom? Is there commitment to the goals?
8. Describe decision making in your team. Is input encouraged?
9. Describe how feedback is handled in your team. Is there permission to give and receive feedback?
10. Describe how conflict is handled in your team. Are people confronted when necessary? How are differences handled?
11. Describe the trust level that exists in your team.
12. How is change viewed in your team?
13. What are the interpersonal issues that create barriers in your team? Describe your concerns about others that make your job difficult.
14. Describe the culture and climate in your team.
15. Please provide your assessment of each team member's strengths, weaknesses, and blind spots.
16. What are the most important barriers, problems, or issues that prevent your team from achieving excellence?
17. Describe how you would manage the team differently if you were the leader.
18. Describe how this can be a successful team building for you.
19. Are there any questions, concerns, or comments you would like to add?

APPENDIX E

PAVE ANALYSIS BY TEAM, CAMPUS, AND AGENCY

PAVE Analysis by Team, Campus, and Agency

	Productivity		Team Eff.		Alignment		Empower.		Commit.		Inspiration		Total		Percent	Ttest
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Change	
Management Team	38.57	40.29	36.86	39.71	39.71	41.43	39.86	37.71	40.43	41.00	40.29	40.14	235.72	240.28	1.93	ns
Bears	30.63	33.63	31.00	31.63	32.63	33.50	30.75	32.63	36.13	35.25	33.38	33.88	194.52	200.52	3.08	ns
Cheyennes	31.11	35.11	29.67	34.00	31.89	36.44	28.56	34.22	35.33	37.00	32.00	36.00	188.56	212.77	12.84	p<.05
Eagles	30.33	35.83	29.44	33.50	34.11	36.83	24.00	34.67	35.56	37.33	35.00	36.50	188.44	214.66	13.91	p<.05
Evergreens	30.75	31.14	28.50	28.71	34.00	32.43	26.25	27.29	36.63	36.86	33.00	33.43	189.13	189.86	0.39	ns
Voyageurs	35.50	32.78	33.00	31.67	35.67	33.89	32.67	35.11	39.17	36.89	38.17	36.44	214.18	206.78	-3.46	ns
Therapists	34.00	38.00	29.50	35.67	34.75	39.00	31.00	38.33	39.00	39.00	36.50	38.33	204.75	228.33	11.52	ns
Support Services	33.71	34.50	29.86	31.38	33.57	35.00	31.43	34.13	36.00	36.13	35.00	35.63	199.57	206.77	3.61	ns
Night Staff	42.00	38.00	42.00	39.33	42.00	40.00	42.00	37.67	42.00	39.33	42.00	37.67	252.00	232.00	-7.94	**
Maintenance/Housekeeping	36.50	38.33	34.50	37.00	34.83	38.00	32.67	34.50	33.83	38.50	34.50	39.00	206.83	225.33	8.94	ns
Kitchen	32.33	38.00	33.33	35.25	32.33	36.50	35.67	36.50	37.33	37.50	34.00	35.25	204.99	219.00	6.83	ns
Huskies	29.13	32.33	30.00	32.67	34.13	33.83	29.50	35.00	35.50	36.67	31.88	32.17	190.14	202.67	6.59	ns
Scouts	23.38	33.44	25.88	31.78	29.38	35.00	26.00	31.56	36.13	36.11	30.88	35.33	171.65	203.22	18.39	p<.05
Timberwolves	32.00	34.17	30.78	33.17	32.44	37.00	30.33	35.17	35.44	38.00	35.00	38.50	195.99	216.01	10.21	p<.05
Wolverines	26.43	33.29	24.71	31.29	29.43	34.29	24.29	31.14	33.71	38.29	31.71	37.57	170.28	205.87	20.90	ns
Honors	31.75	37.00	29.00	32.75	34.50	37.50	32.25	34.50	37.00	36.00	36.00	36.75	200.50	214.50	6.98	ns
West Therapists	33.00	37.00	33.33	34.67	36.67	38.00	31.33	35.33	39.33	39.33	39.00	38.33	212.66	222.66	4.70	ns
West Support Services	33.40	37.17	33.00	36.50	36.00	38.83	36.40	39.33	37.60	40.00	35.80	39.00	212.20	230.83	8.78	p<.05
West Night Staff	24.00	34.67	22.67	35.00	28.67	35.00	22.33	33.00	32.33	35.00	20.33	33.00	150.33	205.67	36.81	p<.05
West Maint./Housekeeping	28.83	33.83	26.50	32.50	32.33	34.33	30.67	32.33	33.83	34.33	30.17	32.67	182.33	199.99	9.69	ns
West Kitchen	30.00	32.50	27.25	28.00	29.25	36.25	30.25	28.00	36.25	37.25	34.25	36.50	187.25	198.50	6.01	ns
Main Campus/No MGT.	32.52	34.83	30.74	32.95	33.86	35.42	29.89	33.77	36.43	36.88	34.60	35.80	198.05	209.64	5.85	p<.05
West Campus/No MGT.	28.75	34.30	28.26	32.70	31.94	35.80	28.96	33.48	35.45	37.09	32.34	35.96	185.72	209.33	12.71	ns
Main Campus	33.19	35.49	31.47	33.83	34.43	36.24	30.78	34.40	36.81	37.51	35.10	36.44	201.78	213.92	6.02	p<.05
West Campus	29.22	34.46	28.53	32.91	32.34	35.96	29.56	33.38	35.71	37.21	32.84	36.10	188.20	210.02	11.59	ns
All Positions/All Divisions	31.26	34.94	30.03	33.28	33.38	35.98	30.06	33.92	36.24	37.24	33.96	36.17	194.93	211.52	8.51	ns

** Incalculable	Range	Level of Performance
	213-252	Peak
	183-212	High
	166-182	Moderate
	144-165	Low
	Below 143	Poor

BEST COPY AVAILABLE